

Grade 9 - Extended FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 9 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

- 1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
- 2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- 3. 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.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 9, students will:

- 1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge about the topic before listening; determine the goal for each listening activity in order to listen more effectively; during listening, use visualization and make connections to personal experience to help them remember content; use context and background knowledge to help make inferences while listening; make predictions before and during a presentation and verify their accuracy after listening; after listening, compare interpretations of the message with a peer)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about familiar and academic topics, including literary texts, with support as appropriate (e.g., listen to youth from different French-speaking communities discuss a social issue, and extract details that support their own opinion about the issue; explain the underlying meaning of lyrics by a First Nation, Métis, or Inuit songwriter after listening to the song in class; identify essential information from a presentation about the security features of banknotes; following the read-aloud of a literary story, write a response to the story and compare it with those of their peers)

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

2. Listening to Interact

By the end of Grade 9, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., when conversing with a peer, ask questions to verify understanding and indicate involvement in the conversation; clarify, ask questions about, or respond to the ideas heard in a group discussion; paraphrase instructions or messages to confirm comprehension)
- 2.2 Interacting: respond with understanding to what others say while participating in inter-actions about familiar and academic topics, including literary topics, in formal and informal situations (e.g., participate respectfully and appropriately in an improvisational role play; with a partner, share ideas about a French Canadian literary text read in class; in a small group, respond to the ideas of others about how to distinguish between needs and wants when monitoring spending habits)

2.3 Metacognition:

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

3. Intercultural Understanding

By the end of Grade 9, students will:

Metacognition

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

- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., distinguish between regional variations in pronunciation; interpret the messages conveyed through the language used to depict gender roles in popular music; identify some common idioms in a French-language news broadcast from Europe; view a television interview to identify expressions and forms of non-verbal communication that can be used to show interest in what is being said; identify the language register used by the participants in a conversation and rewrite it in a different register)

Grade 9 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

- 1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- 2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- 3. 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.

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 9 Extended French Academic - FEF1D

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 9, students will:

- 1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., when planning a presentation, identify what classmates know about the topic; organize a speech with an introduction, middle, and conclusion; record, listen to, and make adjustments to a presentation before sharing it in a large group; use tone, body language, and facial expressions for emphasis; repeat or paraphrase ideas to assist peers' understanding)
- 1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about familiar and academic topics, including literary topics, with support as appropriate (e.g., deliver a monologue or an impromptu speech to persuade peers to support an anti-bullying initiative; present information about healthy eating based on research and personal experience; recount childhood memories or personal experiences in sharing circles; dramatize or parody a scene from a movie to entertain a younger audience)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about familiar and academic topics, including literary topics (e.g., recite a poem or present a speech or short talk with expression and at a suitable speed; adapt their expression and intonation to reflect their message and the situation; deliver an oral presentation on a familiar topic, such as family rules and routines, with appropriate phrasing and emphasis; use vocabulary and expressions correctly in spontaneous role plays with peers about familiar subjects)
- 1.4 Creating Media Texts: create a variety of oral media texts in French about familiar and academic topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., produce a radio show, video, or podcast that distinguishes between the facts and opinions presented in a news report; record a song to stimulate discussion about an issue affecting adolescents; collaborate to record a message promoting the school's extracurricular programs to potential students; in a small group, record a radio commercial for their geography class about the use and/or protection of Canada's natural environment; provide the narration for a video clip about the role of music and dance in First Nations, Métis, or Inuit communities)
- 1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe why they enjoy a particular interest or hobby, using possessive pronouns; provide advice to a Grade 8 student about the transition to high school, using appropriate verbs and tenses; use the subjunctif présent of high-frequency verbs such as "aller", "faire", "savoir" with the impersonal expression "il faut" to express necessity; refer to something nearby or far away by using pronoms démonstratifs such as "celui", "celui-ci", "celui-là")

2. Speaking to Interact

By the end of Grade 9, students will:

- 2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., elaborate on a peer's ideas in order to demonstrate and extend their own understanding; use culturally appropriate body language during a conversation; ask questions to encourage further discussion in a group)
- 2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about familiar and academic topics, including literary topics (e.g., with a peer, prepare and rehearse a dialogue to present in class about ethics and social responsibility in the twenty-first century; converse spontaneously about everyday life; survey classmates on different topics; in a small group, share key points from a text to defend an opinion; discuss the moral and lessons expressed in a fable; role-play a scene from a literary novel under study; participate in a discussion of a poem read in class)
- 2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan specific steps they can take to improve their speaking skills (e.g., identify situations in which elaboration was useful as a speaking strategy and those in which it was not; assess whether the questions they asked served to generate and encourage discussion, and consider how they might improve their ability to ask effective questions; consider peer feedback when reflecting on the appropriateness of their body language during interactions; explain during a student-teacher conference how they monitor their speaking skills, and articulate their plans for improvement)

3. Intercultural Understanding

By the end of Grade 9, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., in pairs, discuss how traditions in French-speaking regions of Europe differ from one area to another; describe a variety of significant holidays in French-speaking European cultures and their importance to local communities; compare and contrast their own everyday life with that of individuals or groups from various French-speaking European cultures)
- 3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., vary expressions and language register according to the occasion, intent, and social situation; use polite expressions to show appreciation to others and to start or finish a presentation; offer and respond to greetings, invitations, compliments, and apologies; use interjections to convey hesitation)

Grade 9 | READING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
3. 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.

SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 9, students will:

- 1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand a variety of short French texts (e.g., before reading, activate prior knowledge and experiences, and determine what they hope to learn from the text; use an anticipation guide to help them make predictions before reading and check their accuracy after reading; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; when encountering an unfamiliar word, substitute a word that would make sense in the same context; during and after reading, ask questions for clarification and reread to confirm meaning; synthesize the information in the text after reading to support comprehension)

--	--	--	--

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 9 Extended French Academic - FEF1D

1.2 Reading for Meaning: demonstrate an understanding of a variety of short literary, informational, and graphic French texts, including texts used in real-life situations (e.g., after reading a literary story, retell it from a different perspective; after reading a memoir, biography, or personal journal, role-play the subject of the text, responding in character to questions from peers; illustrate or dramatize a scene from a literary text; develop a profile of a person based on a collection of printed artifacts such as calendar entries, ticket stubs, grocery receipts, and library slips; read a series of instant messages to extract the specific details surrounding a group outing; develop a character sketch based on a brief biography of a historical figure to prepare for a short role-play presentation)

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

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

1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., discuss the feelings evoked by the slogan in a print advertisement; explain their reactions to a news article on an environmental or First Nations issue; assess how magazines foster beliefs about ideal body images; assess the validity of and possible bias in product reviews on various websites; discuss how the text and images in a travel brochure appeal to a particular demographic; explain the message conveyed by informational graphics used in promotional materials for an event)

2. Purpose, Form, and Style

By the end of Grade 9, students will:

2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., dialogue gives concrete expression to character traits and conflicts in a literary text; a brief story illustrates one or more lessons or principles in a parable; brief messages, abbreviations, and photos succinctly convey information on a social networking site; charts communicate ratings in consumer reports evaluating products and services; images and specific information promote an event, a product, or a business in a flyer).

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

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

3. Intercultural Understanding

By the end of Grade 9, students will:

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

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

Grade 9 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

2. 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 written work effectively;

3. 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.

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 9, students will:

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

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

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

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 9 Extended French Academic - FEF1D

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use auxiliary verbs, adverbs, prepositions, and conjunctions correctly; use inversion for questions; use final punctuation appropriate to the sentence type; write correct simple, compound, and complex sentences; use relative pronouns such as “qui”, “que”, and “dont” correctly; consistently make the adjective “tout” agree in number and gender with its referent and place it in the right position; use irregular adjectives for descriptions of people, places, or events; place adverbs correctly with compound verbs)

--	--	--	--

2. The Writing Process

By the end of Grade 9, students will:

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

--	--	--	--

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

--	--	--	--

2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., review their final draft against the success criteria for the task to ensure that they have met all the criteria; use electronic resources judiciously to help them check grammar, spelling, syntax, and punctuation in their final draft; reread their formatted text to ensure correct usage of capitalization and formatting conventions; review the formatted work in its entirety before submitting it)

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

3. Intercultural Understanding

By the end of Grade 9, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a narrative inspired by a French-speaking European culture; write a promotional piece for a French-language film from Europe; write a letter or email to a teenager in a French-speaking European community, asking questions to determine how his or her life is similar to and/or different from their own; describe a personal celebration in their life and one that a teenager from a French-speaking European community might celebrate; write a description of a “green community” in a French-speaking region of Europe)

--	--	--	--

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., use appropriate abbreviations in text messages to a French pen pal; research vocabulary related to specific French-speaking communities to use in their writing about the region; write a script for a skit with both formal and informal speech between characters)

--	--	--	--

Grade 10 - Extended FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Grade 10 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 10, students will:

- 1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., make predictions about the text they are about to hear; record information in a note-taking template while listening to various texts on the same topic; after listening, ask questions, restate information, or request clarification to ensure understanding)
- 1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (e.g., identify the underlying tone of an advertisement; explain the usage of various past tenses in a news report; recount the arguments on both sides of a controversial issue explored in a documentary about Aboriginal people in Canada; explain main ideas and supporting details heard in a live or recorded presentation about a social or environmental issue; after listening to a job description, list the skills that the employer requires in order of their importance; identify the stylistic devices heard in a literary text and explain how they support the theme; infer the underlying messages in an interview with a public figure)
- 1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics, with support as appropriate (e.g., detect bias in a news report about a current social issue; compare how different media texts convey their messages, and determine which are most effective and why; analyse how television or radio advertisements use familiar situations to enhance the appeal of a product or company; analyse how a commercial attempts to create a need; analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit musician)

2. Listening to Interact

By the end of Grade 10, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., when engaged in discussion, use non-verbal cues to demonstrate appreciation of another's ideas; ask questions to show interest during a conversation; summarize both sides of the argument when moderating a debate; listen when it is not their turn to speak, and avoid interrupting others during informal debates; respond expressively to new information and acknowledge different points of view during a classroom "gallery walk")
- 2.2 Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., listen to a narrative and discuss with peers what they think will happen next; ask questions to clarify their understanding of a peer's presentation on his or her future academic and career plans; contribute to a debate relating to French literature under study; discuss a current event in another part of the world; participate in a role play with a partner in which they reach a compromise about plans for a social outing; acknowledge others' ideas using appropriate body language and facial expressions; after listening to a media clip about an environmental non-governmental organization, discuss their own environmental goals with peers)
- 2.3 Metacognition:
 - (a) explain which strategies they found helpful before, during, and after listening;
 - (b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., explain the steps they took when listening to help them contribute to a group discussion; describe strategies they used to monitor their understanding during interactions with peers; plan to apply feedback received from peers during an interaction to improve their listening skills; describe the strategies they used while listening to a long speech and explain how they were helpful; observe listening strategies used by peers and identify those that they themselves might find useful)

3. Intercultural Understanding

By the end of Grade 10, students will:

Metacognition

- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to a Malian song that combines French and Bambara, and describe how this combination affects the message; view news coverage of a cultural festival in Togo or Laos and compare it to one in their own community; view music videos from a variety of countries in French-speaking Africa and Asia and compare them to videos by North American French-speaking artists)
- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify and explain the difference between formal and informal speech in a dialogue; identify linguistic elements that are common to rap music in French and English; explain the uses of intonation and non-verbal gestures in a variety of French-speaking communities; identify the relationship between the speakers in a series of short dialogues)

Grade 10 | SPEAKING

OVERALL EXPECTATIONS

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 10 Extended French Academic - FEF2D

By the end of Grade 10, students will:

1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 10, students will:

- 1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., select appropriate vocabulary to express ideas clearly; vary their choice of words to sustain the listener's interest; gather information from a variety of sources before a presentation; use tone of voice to help convey necessity or importance; vary the volume and rate of their speech to suit their audience)
- 1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., research a current social issue and deliver a presentation on their findings; prepare a speech to welcome new students and orient them to their new environment; express their opinions about bike lanes in their community; recount an anecdote from their childhood; describe an issue relating to literature being studied; discuss the cultural significance of a personal artifact, such as a book, object, or photograph; thank a guest speaker, referring to what they learned from his or her presentation)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., demonstrate self-confidence during a presentation by pausing for effect at appropriate points without concern that such pauses may signal a loss for words; record a lengthy voice mail message with minimal hesitation; conduct a conversation with peers with appropriate phrasing and emphasis; use a variety of linking terms to enhance the flow between key ideas)
- 1.4 Creating Media Texts: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., demonstrate self-confidence during a presentation by pausing for effect at appropriate points without concern that such pauses may signal a loss for words; record a lengthy voice mail message with minimal hesitation; conduct a conversation with peers with appropriate phrasing and emphasis; use a variety of linking terms to enhance the flow between key ideas)
- 1.5 Applying Language Structures: cite their meaning clearly, using parts of speech and word order appropriately (e.g., use appropriate pronouns to avoid repeating nouns in a conversation; use the comparative and superlative forms of adjectives and adverbs in a role play about a customer service representative and a consumer discussing service and prices; use the subjunctif after expressions of necessity; make hypothetical statements using "si" with the imparfait and conditionnel présent in the correct sequence)

2. Speaking to Interact

By the end of Grade 10, students will:

- 2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., during small-group activities, use polite expressions when contributing ideas, encouraging others to contribute, expressing agreement and disagreement, and/or seeking clarification; in a group discussion, make relevant comments at appropriate times; practise using tone of voice as a persuasive tool; use basic clarification and repair strategies, such as restating the message in a different way, to bridge gaps in spoken communication)
- 2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., converse spontaneously and at length about everyday life; with a partner, create and perform a lengthy dialogue dramatizing an unfair situation; participate in a panel presentation to Grade 9 students on how volunteering, part-time employment, and/or participation in school activities can develop job skills; informally discuss future career paths with peers; with a partner, role-play an interview with the author of or a character in a novel under study; present with a peer their interpretation of a French literary text; engage in a class discussion on personal finances)
- 2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., reflect on the types of situations in which they interact most freely, and identify strategies that might help them improve their ease in other situations; in small groups, discuss their strengths and prioritize areas for improvement; assess the appropriateness and effectiveness of methods they have used to request clarification during a conversation; explain during a student-teacher conference the strategies that they used to prepare for an oral presentation)

3. Intercultural Understanding

By the end of Grade 10, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., deliver an oral presentation on a famous person or fictional character from Burkina Faso or Cambodia; discuss the importance of a musical style or a song to a particular French-speaking culture in Africa or Asia; in a small group, deliver an oral presentation on differences and similarities in cuisine, fashion, and/or art between a French-speaking region in Africa or Asia and their own community)
- 3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., use regional idioms or expressions in a new context; compare and contrast vocabulary from two French-speaking areas or cultures and use this vocabulary appropriately in an interaction; choose words to suit the conversational context; use appropriate slang in a dialogue between two teenagers)

Grade 10 | READING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

--	--	--	--

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 10 Extended French Academic - FEF2D

2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
 3. 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.

SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 10, students will:

1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., determine the purpose for reading before beginning; brainstorm related ideas and themes before reading to recall relevant vocabulary; make predictions about the plot of a novel they are reading before starting the next chapter; form mental images of the setting of and action in a play while reading; create a concept map to help them explore plot elements and relationships between characters in a novel; identify verb tenses to help them sequence the actions in a news article or a detective story; synthesize the information in a non-fiction text; express their thoughts about a text by writing a response, drawing a sketch, or discussing it with a peer)
 1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., describe the actions and motivations of a character in a contemporary novel or play; summarize the terms and conditions related to an online service or product; explain whether the information in a text confirmed or negated a hypothesis they had formed before reading; make connections between informational and graphic texts on the same topic; list the skills needed for jobs after reading employment advertisements)
 1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a play aloud with suitable emphasis and phrasing to dramatize the text and highlight a character's feelings; read familiar words, such as subject-specific terminology from grade-level texts, without hesitation in different reading contexts; repeatedly read aloud a challenging passage till their reading becomes smoother, more accurate, and faster)
 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., establish the function of unfamiliar words in a sentence to help decipher their meaning; read texts from a variety of sources, including the Internet, and record new words in their vocabulary notebooks; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; list cognates encountered while reading; research the origins of words adopted from other languages)
 1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., read various reviews of the same film and then explain how they have affected their decision whether or not to see the film; analyse how each side is presented in an article detailing an issue related to workplace discrimination; explain what features make a magazine or a website more attractive; compare the information presented in reports on the same news story from television, an online source, and a newspaper; assess the credibility of a variety of Internet sites on the same topic; compare the effectiveness of a printed flyer and a website or email advertisement for a similar store or product)

2. Purpose, Form, and Style

By the end of Grade 10, students will:

2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., strong, persuasive language presents a reader's point of view on an event or a matter of public policy in a letter to the editor; timetables and maps in train and bus schedules help travellers plan their route; clear categories and succinct descriptions highlight education and skills in a résumé; a fable conveys a moral illustrated by a brief story)
 2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., literary devices and descriptive language enhance the meaning of poems and song lyrics; a refrain or repeated phrase in a poem or story adds emphasis; words with several connotations can add extra levels of meaning in a literary text; the layout of a concrete poem can change or add to the meaning conveyed by the words alone; specialized terminology and illustrations explain sports-related skills on a website; a quotation helps clarify the abstract idea presented in an article)
 2.3 Metacognition:
 (a) explain which strategies they found helpful before, during, and after reading to understand texts;
 (b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., in a reading log, track the accuracy of their predictions, and assess the effectiveness of making predictions as a general reading strategy; reflect on the value of visualization as a tool to improve reading comprehension, and discuss with peers different approaches to visualization; in a conference with the teacher, discuss strategies for synthesizing texts, and develop a plan to enhance the accuracy and effectiveness of their syntheses)

3. Intercultural Understanding

By the end of Grade 10, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read to explore issues related to equity and diversity in Niger and French Polynesia and compare them with related issues in their own community; research festivals in Cameroon or Wallis and Futuna and compare them to events in their own community; describe aspects of culture in Tunisia or Laos through analysis of news articles and images; after reading his or her website and/or CD inserts, explain how the background of a French-speaking musician from Côte d'Ivoire or Cambodia influences his or her music)
 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., replace the slang in a comic strip or blog with standard French; compare terminology used in job postings from diverse French-speaking countries; interpret idiomatic expressions from online resources and newspapers; compare the level of language formality in an email or note from a best friend and from an employer)

Grade 10 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
 2. 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 written work effectively;
 3. 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.

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 10 Extended French Academic - FEF2D

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 10, students will:

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

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a résumé to accompany a cover letter to a prospective employer; an introduction for a product's user manual; a news report about the benefits of the community service requirement for the Ontario Secondary School Diploma; a retelling of a short story or novel from an alternative point of view; a dialogue to explain issues associated with a healthy lifestyle; a supported opinion essay about the effect of advertising on society, using a variety of stylistic devices)

1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write an article for the school's newsletter about the importance of learning French in Canada and how it can be useful in a variety of careers; design and create a marketing flyer for students looking for volunteer opportunities; create a script for a commercial to advertise a new health product; create a poster promoting a novel that they have read; post an opinion piece on an online forum to express their response to a television program or type of music; write a news report based on a headline and picture that they cut out from a newspaper or magazine)

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

2. The Writing Process

By the end of Grade 10, students will:

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

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

2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., assess the appropriateness and clarity of their choice of vocabulary; use online and print resources judiciously to assist with revising and editing; choose an effective font and layout for their purpose and target audience, and consider what graphics, if any, they might add; reread the formatted text to ensure appropriate use of form, style, and conventions)

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively;

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

3. Intercultural Understanding

By the end of Grade 10, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create a tourist information brochure highlighting various French-language cultural events in Africa or Asia; write questions for an interview with individuals from French-speaking communities in Asia and Canada regarding cultural issues in these communities; write an opinion piece on how a French-speaking community in Africa is handling an issue also facing Canadian society)

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., incorporate common idiomatic expressions into a dialogue or song; design a banner or poster for National Francophonie Week that includes French expressions specific to different communities; write a letter asking a local First Nation, Métis, or Inuit artist to make a presentation to their class, and create an invitation inviting students to the presentation, adjusting the level of language formality accordingly)

Grade 11 - Extended FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Grade 11 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 11, students will:

- 1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., before a listening task, set goals and prepare a note-taking template; use knowledge of the structure of oral texts to make predictions about their content; make inferences based on specific information or key words; after listening, compare interpretations with a peer)
- 1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including literary texts and long texts (e.g., articulate personal health goals after hearing an expert speak about physical fitness in a documentary; after listening to a presentation on personal finance, summarize the advantages and disadvantages of using a credit card; articulate an informed opinion on a natural disaster after listening to news reports; following a multimedia presentation on an environmental issue, develop solutions that can be implemented to address the issue in their community; make an electoral decision based on news coverage of a candidates' debate; describe the use of figurative language in an audiobook excerpt and analyse how it helps to establish tone and mood)
- 1.3 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 a variety of topics (e.g., analyse the biases of panelists on a public affairs program and how they affect their credibility; describe multiple perspectives heard in a podcast about diversity and explain whether hearing multiple opinions enhances their understanding of the issue; analyse how a television show popular among teenagers promotes a particular lifestyle; in pairs, analyse how the language in a radio advertisement is intended to influence the audience; identify and assess potentially controversial language in a song; assess the persuasiveness of a speech about the importance of making life plans)

2. Listening to Interact

By the end of Grade 11, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., use diverse questioning techniques to deepen a discussion about an issue of concern; build on the ideas of others in conversation; summarize a peer's point of view during a group discussion to demonstrate and clarify understanding; respond to a speaker's opinion while showing respect for the diversity of ideas and cultures represented in a discussion)
- 2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a variety of topics, including literary topics, in formal and informal situations (e.g., acknowledge other points of view during a sharing session at the end of a lesson; improvise a dialogue between a consumer and a customer service representative dealing with a challenging situation; respond to the opinions of others by supporting and defending their own opinions in a class debate about the themes of literary works under study; discuss with peers the skills that are required for various types of summer employment; ask questions about a presentation on a new environmental technology)

2.3 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after listening;
- (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., explain what type of listener they are; evaluate the strategies they have used to help them understand a speaker's message; identify new strategies to improve their listening comprehension; assess and describe the effectiveness of strategies they have used to determine what is relevant in an audio resource; discuss the extent to which summarizing the main points of a lecture helps them remember key ideas)

3. Intercultural Understanding

By the end of Grade 11, students will:

Metacognition

- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., using various oral texts as sources, compare aspects of the colonial history of overseas collectivities of France, such as Saint Pierre and Miquelon, French Polynesia, or St. Martin, with that of New France, with a particular focus on the relationship between indigenous peoples and the imperial power; listen to a story or legend from a French-speaking culture and compare it to a story or legend from their own community illustrating the same moral; compare emotions, expressions, and melody in songs from different French-speaking communities; view a variety of French-language films and compare the cultures represented in them to their own culture)
- 3.2 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., listen to speakers at a symposium on equity issues to help them determine the appropriate level of formality to use when addressing others in this context; listen to news from various French-speaking regions to compare the language used to report on the same event; identify differences in the language a political leader uses when speaking to the general public and when speaking in the legislature; describe variations in the language used by callers on a radio call-in show)

Grade 11 | SPEAKING

OVERALL EXPECTATIONS

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 11 Extended French University Prep - FEF3U

By the end of Grade 11, students will:

1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 11, students will:

- 1.1 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., review their prior knowledge about the topic before beginning a speaking task; record their oral presentation or speech, listen to it, and make changes to improve their delivery; consider their personal opinions about the topic under discussion and identify creative ways to express them persuasively; choose a structure and style of speaking suitable to the purpose, subject matter, and audience; use vocabulary specific to the topic; use humour to recover from a fumble in a presentation, and then regroup, reformulate, and carry on; adapt their voice to different speaking contexts, such as literature circles, three-way interviews, or book talks)
- 1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary topics (e.g., deliver a speech on the impact of technology on ways of learning; dramatize a chapter of a French-language literary novel; present a satirical monologue on a current political issue; analyse and discuss the explicit and implicit messages of an advertisement; discuss the influence of cultural stereotypes and prejudices in society, the media, history, and/or popular culture)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics, including literary topics (e.g., deliver a humorous monologue using tone and inflection to express sarcasm; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is not known or has been forgotten; narrate a classic fable using pauses for dramatic emphasis; in a small group, reproduce the pronunciation and rhythm heard in a recorded play)
- 1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., narrate a video clip promoting inclusiveness and acceptance within the school community; deliver an on-site news or sports report; hold a mock press conference with a general manager of a sports team to discuss leadership and plans for the season; in a small group, produce a television panel discussion presenting differing viewpoints on workplace issues in Canada; narrate a documentary on an economic or environmental topic)
- 1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., role-play a scenario in which each participant has a different and potentially conflicting agenda, using the correct sequence of verb tenses; use disjunctive pronouns correctly in both prepared and spontaneous conversations; incorporate relative pronouns such as “lequel” into their speech)

2. Speaking to Interact

By the end of Grade 11, students will:

- 2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., consider their choice of words before responding in spontaneous conversations; take turns to express and defend their opinions in a group discussion; in negotiations, demonstrate respect for the feelings and perspectives of others) respect for the feelings and perspectives of others)
- 2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary topics (e.g., survey peers about healthy eating to create recommendations for the school cafeteria; discuss and reach a class consensus on a theme for a semi-formal dance; improvise questions to initiate a discussion with peers on a topic of personal interest; chair a round-table discussion about savings, investment, and financial planning for higher education; lead a panel discussion on a literary theme; formulate questions on a literary topic to initiate or deepen a discussion with peers; share information and opinions in pairs before a class discussion on a human rights issue)
- 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively; (b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., comment in a journal about the usefulness of various types of speaking practice; consider feedback from the teacher and peers when planning next steps; reflect on their presenting skills and identify strategies that might enhance them; explain during a student-teacher conference the strategies that they use and observe others using for responding spontaneously)

3. Intercultural Understanding

By the end of Grade 11, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., lead a discussion on the impact on other communities of cultural productions exported from French-speaking regions; deliver a presentation on how their perspective or worldview has changed as a result of travel in a French-speaking region; present an oral report summarizing key social, cultural, and geographic factors that have affected the people of a particular French-speaking region, including the influence of significant individuals, historical events, climate, and location)

- 3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., role- play courteous behaviour in various contexts, such as greetings, introductions, or customer service, in different French-speaking regions; use humour appropriately in conversation; use polite language to accept or decline a gift or invitation or to express gratitude, support, or sorrow)

Grade 11 | READING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 11 Extended French University Prep - FEF3U

3. 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.

--	--	--	--

SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 11, students will:

1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., as a class, discuss background information to consolidate their knowledge about the topic before reading; preview the text and make predictions about the content based on headings and illustrations; draw on their prior knowledge to make inferences about an unfamiliar subject within a text; synthesize ideas to confirm their understanding of a literary text; consolidate and extend understanding after reading by paraphrasing the text and then comparing their paraphrase with that of a peer)

--	--	--	--

1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (e.g., articulate the connection between a political cartoon and an article in the same paper about a current issue in their community; rewrite a classic text to treat its principal themes in a modern setting; extract information from charts about financial support for postsecondary students in Ontario and present it to the class; analyse the information and solutions presented in multiple texts about reducing pollution; draw a conclusion about economic challenges faced by First Nations, Métis, or Inuit communities based on texts by several Aboriginal writers)

--	--	--	--

1.3 Reading with Fluency: read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., in a small group, practise reading every day and share feedback with peers to improve their enunciation and speed; read with appropriate tone and expression when participating in reader's theatre; place stress and use intonation appropriately and observe natural pauses when reading; read with expression and confidence, pausing or varying tone as required by punctuation)

--	--	--	--

1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use prior knowledge to help them determine the meaning of new terms in a technical manual, job description, or travel brochure; deduce the meanings of unfamiliar words by using contextual clues; work with peers to develop ways to use new vocabulary learned in a literary text)

--	--	--	--

1.5 Responding to and Evaluating Media Texts: explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., make inferences about a political issue from information presented in an online news article; discuss their reactions to an advice column with peers; read promotional material from a health centre in their community and discuss whether the information is written and presented in a way that addresses the groups who use the services, such as seniors or parents; respond to an editorial in a newspaper; determine underlying messages in the lyrics of a song and relate them to personal experiences; analyse the script of a French-language film produced by an Aboriginal film maker to study how the words reveal the theme)

--	--	--	--

2. Purpose, Form, and Style

By the end of Grade 11, students will:

2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., setting enhances the theme in a literary story, novel, or play; diagrams and sequential instructions in a manual describe how to operate an appliance; a thesis statement and supporting points present the author's argument in a persuasive essay; in a play, dialogue in verse or prose develops character and furthers the action)

--	--	--	--

2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., dramatic irony provides an additional level of meaning in a play and help readers more fully understand the significance of plot developments; symbols in a poem can evoke an idea or theme that is not explicitly stated; flashbacks in a novel can help explain the motivation or actions of characters; graphics support the ideas or information in a report)

--	--	--	--

2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;

(b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., in a small group, discuss effective ways to make inferences during their reading; during a conference with the teacher, explain how reflecting on their previous experiences helped them deepen their understanding of new information; discuss with peers their thought processes when engaging with a literary text so that they can develop awareness of strategies/practices that can be applied when reading other texts)

--	--	--	--

3. Intercultural Understanding

By the end of Grade 11, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., discuss with a peer their interpretations of the explicit and implicit cultural elements important to the plot of a French-language novel; on the basis of research, compare the characteristics and role of fashion in a variety of French-speaking regions around the world; research a French-speaking political figure and evaluate how he or she influenced his or her culture or society; research and report on the importance of cultural industries in a French-speaking region; describe the influence of an environmental movement in a French-speaking region after reading books and periodicals, including e-books and e-journals)

--	--	--	--

3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., analyse how authors' use of formal and informal language differs among regions; explain the influence of other languages on the French song lyrics that they read; describe the level of formality/informality of a text, and analyse its effect; explain the use and effect of a regional dialect in a play)

--	--	--	--

Grade 11 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

--	--	--	--

2. 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 written work effectively;

--	--	--	--

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 11 Extended French University Prep - FEF3U

3. 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.

--	--	--	--

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 11, students will:

1.1 Identifying Purpose and Audience :determine their purpose in writing and the audience for French texts they plan to create (e.g., to respond to an argument made in an oral report about a social issue; to heighten awareness of an environmental issue in an editorial; to change the outcome of a literary novel by rewriting the conclusion; to script questions for an interview with a peer about an equity-related concern in their community)

--	--	--	--

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a persuasive essay on whether researchers should be allowed to test products on animals; a comic book that satirizes a current event or public figure; a detailed description of a celebration that they have attended or read about; a poem in a particular form, such as sonnet or ballad, addressing a controversial issue that is personally relevant; a literary essay using a variety of stylistic devices such as metaphors, rhetorical questions, and contrast; an analysis of the novel under study, supported by quotations; a speech highlighting the contributions of Aboriginal people to Canadian society; a plan and budget for a school fundraiser)

--	--	--	--

1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write a script for a video as part of a campaign about a social issue; create a web page presenting an anthology of their poetry; generate an online survey for students about postsecondary options and future goals; write subtitles for a silent film; write a magazine article about whether today's celebrities are good role models for young people; write a letter to the editor of a periodical stating the pros and cons of using genetically modified organisms in agriculture or in medicine)

--	--	--	--

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence structures, particularly when writing lengthy texts; transform simple sentences into complex sentences using relative pronouns; express their future plans using the futur simple and the futur antérieur; sequence the plus-que-parfait and conditionnel passé appropriately in sentences with "si"; use the gérondif, such as "en me promenant", to express an action that is occurring simultaneously with the action of the main verb of a sentence; use a variety of transitional words and phrases to connect sentences within a paragraph)

--	--	--	--

2. The Writing Process

By the end of Grade 11, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., compile a list of points that support or refute an argument; use prior knowledge of a topic when planning what to include in their text; consult a variety of sources to expand their knowledge of a topic; use free writing to generate content, writing down ideas without self-editing; with a peer, develop an appropriate graphic organizer and use it to help them organize their main and supporting points before writing)

--	--	--	--

2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., review the success criteria for the writing task; when drafting a persuasive text, refer to the graphic organizer they had initially used to organize the points in their argument, and flesh out each point in their draft; when revising their text, ensure that appropriate transitions guide readers from one point to another; refer to guidelines generated in class when revising their writing; use print and electronic spelling tools judiciously, demonstrating awareness of variant spellings and homonyms; consult print and electronic resources to help them assess the accuracy of the peer feedback they receive; quote and properly acknowledge sources to establish authority in a persuasive or position essay)

--	--	--	--

2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., before formatting, consider which typographic and other design elements, such as colour, fonts, headings, sidebars, and/or graphics or other illustrations, would best support the message in their text and engage their target audience; review texts with similar purposes or forms to generate ideas for design/presentation; reread their final draft to ensure that all main points are clear and are adequately supported; seek peer or teacher feedback on their formatted text before finalizing it)

2.4 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively; (b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., explain how using a checklist of success criteria helped them meet the requirements for a writing task; describe the benefits of planning carefully for each part of the writing process; select the writing strategy they have found most useful and comment in a personal reflection journal on their use of it; assess the usefulness of mentor texts or models in the planning stages of a writing task; describe writing skills they have developed this year and how they made this progress, and describe the areas they still want to improve and the next steps to help them to do so)

3. Intercultural Understanding

By the end of Grade 11, students will:

3.1 Intercultural Awareness:: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a research report analysing how different French-speaking regions deal with the same social or environmental issue; describe some specific issues that First Nations or Métis communities experience because of their position as either indigenous or non-indigenous and French speaking; write the foreword for a travel guide to selected French-speaking regions around the world, highlighting reasons why people should visit them; draw up a recruiting plan for a multi-national corporation wishing to hire French-speaking candidates; write a descriptive itinerary and budget for a trip to cultural and historical points of interest in a French-speaking country)

--	--	--	--

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., rewrite in a formal style of French an excerpt from a social media website written in an informal style of French; write a letter to a business owner requesting sponsorship for a school event; write a dramatic monologue from the point of view of a character in a novel, using language consistent with the character; use idiomatic expressions in a persuasive essay)

--	--	--	--

Grade 12 - Extended FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 12 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 12, students will:

- 1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
- 2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- 3. 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.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 12, students will:

- 1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., list ideas and vocabulary related to the topic before listening; ask questions during a presentation to clarify and confirm their understanding of the main idea and supporting details; distinguish between fact, possibility, and opinion during and after listening to a report; paraphrase the main ideas in an oral report to help them retain the information; adjust listening strategies in response to different oral presentation styles)
- 1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a wide variety of topics, including literary and other challenging texts (e.g., summarize and evaluate the points heard in a political debate; formulate questions to ask a presenter after a lecture about Aboriginal rights, women's rights, or the rights of physically or mentally challenged people; explain how a presentation about personal budgeting is consistent with or contradicts their prior knowledge; after hearing a poem, discuss its images, stylistic elements, and vocabulary with a partner; describe the point of view on cultural inclusivity expressed in a movie)
- 1.3 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, including some challenging texts, about a wide variety of topics (e.g., view the trailer for a film they have already seen and evaluate how well it reflects and promotes the film; analyse the language in a news broadcast for over generalizations or stereotypes about race, gender, culture, or ability; explain how humour is used in video clips to communicate an underlying message; analyse the interviewing style of a radio personality and its appeal for the target audience; analyse the perspective of a documentary about economic development and the environment in Canada and evaluate its objectivity; explain how public service announcements promote mental health awareness in their own and another community)

2. Listening to Interact

By the end of Grade 12, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., in a group planning session, ensure that everyone's ideas are heard and understood before making a decision; take notes and use effective questioning techniques during a debate; paraphrase the ideas of others during discussions; gauge timing and non-verbal cues to judge when to listen and when to speak in a mock election debate)
- 2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and other challenging topics, in formal and informal situations (e.g., encourage a partner to reflect on and further discuss his or her plans and prospects; role-play a telephone conversation between an aggressive patient and a clinic worker; listen to representatives from different universities discuss their programs and scholarships, and then ask questions for clarification; interact with participants, such as parents, teachers, or police, during the planning of a French-language school or community event; propose answers to questions asking "Que se passe-t-il si..." about various options arising from conflicts between characters in a play; respond respectfully to the ideas of others in a book-club discussion)
- 2.3 Metacognition:
 - (a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) demonstrate insight into their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., describe the types of questions that helped them clarify their understanding of challenging oral texts and explain why; evaluate the usefulness of paraphrasing others' perspectives during a conversation; explain how they adjust their listening strategies if an oral text is especially challenging; identify their personal learning style and reflect on how it affects their listening challenges and listening skills)

3. Intercultural Understanding

By the end of Grade 12, students will:

- Metacognition
- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to recordings of adolescents in various French-speaking communities speaking about how their schools reflect local cultures, and draw comparisons with schools in Ontario; compare film festivals in various communities, including their own, and discuss how they reflect diverse French-speaking cultures; listen to French-language comedy shows to determine how humour in different cultures requires different social attitudes to be understood; view documentaries on the role of family in diverse French-speaking cultures and make comparisons to their own family experiences)
- 3.2 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 informal colloquial variants heard in French-language media, such as suppressing "ne" in the negative, and use them in their interactions with peers; after viewing a French-language film, discuss with peers the social implications of certain expressions, such as "Il se fait tard" hinting "It's time for you to leave")

Grade 12 | SPEAKING

OVERALL EXPECTATIONS

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 12 Extended French University Prep - FEF4U

By the end of Grade 12, students will:

1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 12, students will:

- 1.1 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., use relevant information from research to strengthen oral arguments; rephrase a point if their listeners respond with confusion; summarize ideas before critiquing them; use rhetorical questions, humour, repetition, and dramatic pauses to engage their audience)
- 1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics (e.g., summarize the ideas, arguments, and conclusions heard in a debate; make a clear and detailed presentation to a group of younger students about the advantages of taking French throughout secondary school; in a small group, report on the financial support that some Canadian universities offer to English-speaking students studying in French; rehearse and present a drama based on a novel read independently; in an oral report, identify the three most interesting traits of a character in a literary work under study and justify their choices)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a wide variety of topics, including literary topics (e.g., present a summary of news items relevant to students, using appropriate intonation to emphasize key points; deliver a speech, varying their tone to engage the audience and to emphasize their main argument; entertain the class with a humorous story or tongue twister; use changes of pace and pauses for dramatic effect when reciting original poetry; use appropriate expression and accurate vocabulary when role-playing in a small group scenes from a literary work under study)
- 1.4 Creating Media Texts: create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., in a small group, make a video for class viewing that summarizes a novel or scenes from a play; deliver a television newscast covering a community event; produce a persuasive podcast about the pros and cons of social networking for adolescents, including practical tips and referring to personal experience; create an animated clip with narration explaining the strategies that non-governmental organizations use in their media campaigns to attract support; with a peer, produce a webcast for graduating students regarding how to budget for post secondary education or a major event such as a formal dance or graduation trip)
- 1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use tense sequences correctly in both prepared and spontaneous conversations; use the indicatif présent and the subjunctif présent appropriately after certain expressions when stating opinions or ideas in a debate; incorporate the language of literary analysis into their seminars)

2. Speaking to Interact

By the end of Grade 12, students will:

- 2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., synthesize the ideas of others during a discussion; request additional information to clarify meaning and prolong an interaction; use inclusive verbal and non-verbal communication to encourage others to take part in a conversation; avoid interrupting others in group discussions)
- 2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary and other challenging topics (e.g., role-play a job interview or an entrance interview at a post secondary institution; negotiate a resolution to a conflict between the school administration and the student council; with the whole class, plan and dramatize their ten-year reunion, role-playing their future selves; with a peer, lead a classroom discussion on optimal learning environments and practices; discuss and develop criteria for choosing a class valedictorian; present a group-researched paper based on a literary topic, encourage questions from the audience, and provide spontaneous answers; initiate a classroom debate on a controversial topic; in a small group, discuss ways to reduce energy and waste in the school)
- 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively; (b) demonstrate insight into their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., evaluate the effectiveness of strategies they have used to clarify and defend their opinion in a debate; reflect on ways in which they adjusted their presentation approach in various contexts and assess which were the most effective; ask for peer feedback to help them assess their capacity to provide insightful and constructive responses in group discussions; reflect on feedback given by the teacher, seeking clarification where necessary, and consider how they can use this feedback to improve their speaking skills)

3. Intercultural Understanding

By the end of Grade 12, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., discuss how schools in a French-speaking region reflect the culture of that region, and draw comparisons with schools in Ontario; engage in informal and authentic dialogue with francophones to gain a better understanding of French cultural identities as well as their own; describe the opinions of adolescents from different French-speaking regions on fundamental issues)
- 3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in spoken interactions (e.g., use informal colloquial variants in interactions with peers, such as signalling a question with intonation rather than word order; explain the meaning of idioms or proverbs in diverse cultural communities and practise them in an interaction with peers; adjust body language, intonation, and vocabulary according to the social context)

Grade 12 | READING

OVERALL EXPECTATIONS

By the end of Grade 12, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 12 Extended French University Prep - FEF4U

3. 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.

--	--	--	--

SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 12, students will:

1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., do background research to become familiar with related concepts before reading a text on a specialized topic; predict the actions of the protagonist before reading each scene of a play; skim, scan, and sample the text to help them make informed predictions; ask questions after reading to help process information; extract and note the most important and relevant information in a text; compare their reactions to a character's decisions and actions with those of peers; during a literature circle, discuss particular problems raised by a text with peers and the teacher)

--	--	--	--

1.2 Reading for Meaning: read a variety of French texts, including some long, challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., in a small group, read aloud a play, varying pace, tone, and expression to suit the characters; read poetry with precise pronunciation and attention to prosody; read without hesitation grade-level texts on various subjects, including texts with figurative language and slang)

--	--	--	--

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

--	--	--	--

1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., identify the origin and trace the evolution of a new word; read literary works from different periods to broaden their vocabulary; use knowledge of parts of speech, such as articles ["le voile", "la voile"], and verb endings ["aimerai", "aimerais"] to decode the meaning of words; refer to a French thesaurus and/or other tools to broaden their vocabulary)

--	--	--	--

1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., determine how rhetorical devices in magazine articles affect readers; compare news articles about new technology products and services with advertisements for the same items; analyse how the design and language used on different blogs or websites appeal to different readers; explain why different audiences might interpret a political campaign brochure differently; explain how effectively a pamphlet publicizes or generates support for a program to help people in need; evaluate the effectiveness of the website of a non-governmental organization in advocating and monitoring policies that affect the environment; explain what voices and nuances are absent from an editorial cartoon; compare the perspectives on current political, economic, or social issues expressed in the editorials or feature articles of different newspapers and/or magazines)

--	--	--	--

2. Purpose, Form, and Style

By the end of Grade 12, students will:

2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., particular subject matter, themes, and language characterize works of French literature, such as the exaggeration of Victor Hugo or the satire of Molière; facts and an objective tone provide information in a news article, while forceful and persuasive language, supported by selected evidence, asserts an opinion in an editorial; subject/discipline headings, timetables, and brief descriptions of courses in the calendars of post secondary institutions communicate information to prospective students; sample budgets, information on different types of financial institutions, and recommendations for how to save on a website on financial planning help people make wise financial decisions)

--	--	--	--

2.2 Characteristics of Text Forms: identify features and stylistic elements of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., metaphors help the reader understand the ideas and emotions in a poem; syntax and word choice create an effect in a passage from a literary text; specialized vocabulary and the infinitif present technical instructions clearly; rhetorical questions engage and help persuade the reader; satire can be used in fiction to mock social conventions)

--	--	--	--

2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts; (b) demonstrate insight into their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., explain the value of researching related vocabulary before reading a text on a specialized topic; in a reading journal, track the genres they have read, and explain how comparing and making connections between different genres has extended their understanding of different texts; identify contexts in which they can apply the strategy of inferring meaning as they read; annotate a short excerpt from a university-level text to explain their inferences, make connections, record questions and reactions, and paraphrase ideas; explain how being able to read a text aloud fluently affects their comprehension of it)

--	--	--	--

3. Intercultural Understanding

By the end of Grade 12, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., compare and contrast literary texts on the same theme from different French-speaking regions; explore symbols in the poetry or songs of diverse French-speaking communities around the world and explain how the symbols highlight similarities and differences in cultures and values; compare the issues discussed in blogs by youth from a variety of French-speaking communities with issues they encounter in their own lives; conduct research for a class presentation on the role of the Organisation internationale de la Francophonie [OIF]; on the basis of online research, compare wedding traditions in different French-speaking communities)

--	--	--	--

3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., discuss the evolution of formality evident in French-speaking political leaders' speeches throughout the decades; discuss unique regionalisms or slang expressions read in plays; identify the use of different language registers in a variety of contemporary literary texts; explain the meanings of proverbs and idiomatic expressions used in print advertisements from diverse French-speaking cultures; explain the influences of bilingualism or multilingualism on a variety of French-language texts from countries such as Canada, Switzerland, Morocco, and Luxembourg)

--	--	--	--

Grade 12 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 12, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

--	--	--	--

Grade 9-12 Extended French - Ontario Curriculum Tracking Template - Grade 12 Extended French University Prep - FEF4U

2. 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 written work effectively;
3. 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.

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 12, students will:

- 1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to summarize a complex scene from a literary text; to critique a film and analyse character development in it; to write an essay arguing for or against changing a policy at some level of government; to apply for a scholarship for bilingual students; to compare how several newspapers and/or magazines provide information of interest to teenagers; to explain how information in a newspaper article about the rising cost of food, tuition, gas, and/or public transit affects their post secondary plans and/or budgets; to adapt a challenging scene from a literary novel under study into a script for performance in the class)
- 1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a wide variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a literary essay about the use of satire in a play by Molière; a persuasive essay about a current controversial topic, such as a social issue or an aspect of a new government policy; a financial plan that discusses their short-term financial goals and includes a budget based on those goals; a report synthesizing different opinions on a social or environmental issue; an essay presenting and supporting their opinion about a literary text that challenges social, cultural, or political norms; a scene featuring characters from a novel, in which they respond to a new situation in ways consistent with their character development in the original work; a comparison of the first pages of local, regional, and/or national newspapers; an exposé on a current issue affecting cultural traditions in Canada)
- 1.3 Creating Media Texts: create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create copy for a website to promote a community event; write the script for a television commercial promoting a new teen drama; write text for the packaging of a new health or safety product; create a spread for the school yearbook about a cultural trip, including descriptions, photos, and captions; design promotional materials based on a speaker's presentation about bilingual career opportunities; create a blog expressing opinions and feelings on a variety of topics; write an informational pamphlet giving details of the treaty history of the land in an Aboriginal community; write a review of two films that have similar themes)
- 1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence structures, particularly in lengthy texts, to communicate complex ideas; select the appropriate tense for the context; use transitional words and phrases to enhance the coherence of their paragraphs; use various types of punctuation correctly to improve clarity and flow; use a variety of pronouns to avoid repetition of nouns; use correct prepositions after adjectives that describe feelings or emotions)

2. The Writing Process

By the end of Grade 12, students will:

- generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., in a group, generate topics for writing, asking questions about proposed topics to develop and deepen ideas about them; discuss their topic with a partner to help develop and elaborate on ideas for writing; use a graphic organizer to help separate facts from opinion on a topic; use a problem/solution organizational pattern to outline an essay)
- 2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., review the criteria for the writing task before beginning their draft and again before revising it; while drafting their text, refer to the organizational tool they used to separate and organize the points to be covered, changing the order of the points as necessary as they continue to develop and clarify their ideas through writing; use peer editing to help them improve the clarity of their message and ensure that the information presented is essential to understanding that message; review their draft with the teacher to help them improve the focus of their writing)
- 2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication (e.g., consider feedback from previous assignments when correcting frequent errors and refining language; use electronic editing tools judiciously; assess the effectiveness of various elements in a variety of published sources and integrate some of the more effective ones into their own work, as appropriate for their theme and audience; review their formatted text for accuracy and consistency, and assess whether the elements of design/presentation they have chosen will be useful and appeal to their readers)
- 2.4 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively; (b) demonstrate insight into their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., prior to a conference with the teacher, prepare notes about the writing process they used for selected texts, the problems they encountered and solved, and how well they achieved their purpose and/or targeted their audience; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task; prior to a new writing task, reflect on those aspects of writing that have presented the greatest challenge, and develop a plan to address them)

3. Intercultural Understanding

By the end of Grade 12, students will:

- 3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a research paper about different dimensions of culture in a variety of French-speaking communities; write a commentary about a cultural artifact or a piece of art from a French-speaking region and make connections to artifacts/art from their own community; write lyrics for a song describing an encounter between two or more French-speaking cultures; broaden their understanding of a particular French-speaking culture outside Canada before writing a proposal for a business venture in that region; locate and compare photos of environmental rehabilitation and environmental degradation in a French-speaking region and in their own region, and record in a journal the emotions the photos evoke)
- 3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., write formal and informal letters adapted to the target audience; include French idiomatic expressions and phrases in short narratives; use regionalisms in a play that parodies political leaders in a specific region; add a scene to an existing play, incorporating regionalisms found in earlier scenes)
