

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 9 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Grade 9 | LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

- ❑1. Listening to Understand: determine meaning in a variety of authentic and adapted 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 9, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge; preview a list of words to listen for; use context and background knowledge to make inferences while listening; take notes while listening to help them recall the information later; use a graphic organizer to help them organize ideas after listening to a text)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., identify essential information from recorded messages, songs, audio webcasts, and live presentations; deduce the subjects being taught after hearing excerpts from lessons that include unfamiliar vocabulary; extract key points from an oral text about an environmental issue; compare the information or ideas in two oral texts on the same topic; listen to a dialogue set in an airport and use the context to help them determine the meaning of new words; trace the route to a location in their community while listening to directions; paraphrase an oral text)

2. Listening to Interact

By the end of Grade 9, students will:

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

- 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening;
- (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., identify practices that helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often)

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 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 commercials promoting the same product in different French-speaking communities in Africa or Asia, and identify specific differences; listen to various media clips describing family habits or teens' hopes and dreams, issues, and concerns in a French-speaking region, and draw comparisons with their own families; listen to music that would be heard at cultural festivals in French-speaking Africa or Asia, and compare it to the music played at a festival in their own community)

- 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 variations in pronunciation and dialect; determine the context based on the speaker's use of formal or informal language registers; describe the messages conveyed by the language used in relation to gender in popular music; identify politeness conventions and forms of impoliteness; manage situations of intercultural misunderstandings and conflict; listen for and identify examples of borrowed words used in different French-speaking communities).

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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 9, students will:

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1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., identify and clarify the purpose for speaking; record, listen to, and make adjustments to a presentation before sharing it in a large group; use appropriate intonation; repeat or paraphrase ideas to assist peers' understanding; when planning a presentation, create an outline of the main ideas and supporting details associated with their topic; compile and refer to a personal lexicon of expressions and phrases that can be helpful in a variety of situations; introduce the subject matter to the audience at the outset of a talk, and summarize the essential points at the end)

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (e.g., critique a graphic novel, film, or video game; express ideas and opinions about current events and issues; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., accurately pronounce known vocabulary when discussing personal interests; deliver a prepared and peer-assisted oral presentation at a smooth pace with appropriate phrasing and emphasis; reduce hesitations while participating in a group discussion about a researched topic; recite a piece of writing aloud, pausing as indicated by the punctuation).

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe daily activities using appropriate verbs and time indicators and specify the time of the day; participate in informal discussions with peers about needs and wants; make a presentation using the five Ws about personal interests or familiar topics; role-play an interaction between a teacher and a student in a discussion about a problem, such as absenteeism, tardiness, or lateness of assignments)

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 structured, guided, formal, and informal situations (e.g., provide meaningful feedback in response to a peer's presentation; encourage others during group discussions; bridge gaps in spoken communication with basic clarification and repair strategies, such as stopping and going back to clarify, or restating differently; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations; respond constructively to their partner's ideas and questions in think-pair-share sessions)

2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate (e.g., respond to the ideas and opinions of others in a conversation; role-play a situation where negotiation is required; respond to and formulate questions about familiar topics; participate in a discussion about family traditions).

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make and record revisions to the form and content of speech using feedback from peers and the teacher)

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 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., talk about cultural events in French-speaking Africa and their importance to the local community; describe countries of origin of classmates and public personalities and use that information to trace how many may have French-speaking roots; prepare a presentation on various factors that affect a particular French-speaking region in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; share with peers the similarities and differences between their own community and one presented in a French film or video)

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., contrast the appropriate uses of certain expressions of formality or politeness, such as "je veux" vs "je voudrais"; offer and respond to greetings, invitations, compliments, and apologies).

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., skim through the first few sentences, paragraphs, or pages to activate prior learning and determine the main idea; make predictions before reading and ask questions during and after reading to test the accuracy of those predictions; make connections to other texts or to personal experiences; examine illustrations, pictures, and diagrams in the text to enhance their understanding of its main points; identify important facts and key details; make sketches to help them visualize the action in a scene; after a shared reading activity in a small group, use placemat activities to determine the major themes of the text; extract information from titles, subtitles, headings, and sidebars in a non-fiction text).

1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., record key information and supporting details from brochures or posters; dramatize key events in a text about current events or a social or environmental issue; create an illustration depicting the main conflict in a short story or novel; summarize the opinions and evidence that a newspaper column offers to support its points about recycling electronic devices; retell a scene or chapter from an alternative point of view; compare the experiences of a character in a story to their own experiences or to the experiences of a character in a different story; plan and budget for a trip using a bus or train schedule).

1.3 Reading with Fluency: read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read aloud with suitable emphasis and phrasing to dramatize a text for an audience; read a statement on a current event to peers, varying expression to reinforce meaning and using intonation in keeping with the punctuation).

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1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., identify familiar words used in new contexts and explain their meaning; identify slang expressions and jargon, and research their meaning; identify words borrowed from other languages; use words in context to demonstrate their meaning; construct a word web listing the personality traits of a character; use understanding of context and parts of speech to deduce the meaning of unfamiliar words and expressions; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; use French–English dictionaries to confirm the meaning of unfamiliar vocabulary)

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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, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., the episodic plot of an adventure story creates suspense; links in a website lead the reader to related information).
 2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., dialogue and descriptive words help a reader visualize characters in a narrative text; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; boldface type and colours emphasize key words in an advertisement; titles and subtitles are used to organize information in an article or a report).
 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log and use it to analyse their reading trends; set goals to expand the variety of texts read; plan to incorporate newly acquired vocabulary in spoken and written contexts).

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 Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; read travel brochures or information from websites about different French-speaking African or Asian regions and create a multimedia presentation on the cultural highlights of these regions; read a menu from a Moroccan or Lebanese restaurant to determine the extent to which the main dishes reflect the agriculture in the country that inspired the restaurant).
 3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., read a blog from someone in a French-speaking region to identify local colloquialisms; extract regional vocabulary from two children's stories from different regions depicting a cultural celebration; read song lyrics by French-speaking artists to identify expressions specific to different regions).

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 the French texts they plan to create (e.g., to record personal opinions and feelings in a journal entry; to inform others of the key ideas from a magazine or story in a blog; to compose a survey to find out about people's habits and routines related to environmental concerns such as recycling; to produce a brochure explaining a new [real or imaginary] innovative technology; to create a poster to promote an event in the community; to describe a significant Canadian personality or historical event in a guide for newcomers to Canada; to compose song lyrics with a particular message).
 1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; a critique of a work by their favourite artist; an analysis of information presented in a graph or chart in a report; a letter to the editor using persuasive language to convince adults to increase their environmental awareness; an email message inquiring about student loans for summer venture projects).
 1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe daily routines using common reflexive verbs; write a diary entry including verbs conjugated with "être" in the past tense; create effective compound sentences using conjunctions in a personal blog entry; make suggestions that promote diversity and inclusion in the school community using the impératif; provide instructions related to a personal hobby in a how-to manual or poster using the impératif and/or infinitif; describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives; express opinions in a comic strip about a social issue using a variety of positive and negative question forms; offer advice and make recommendations in an email or in a dialogue using pronouns to avoid repetition; express likes and dislikes using verbs of emotion)

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., use guiding questions to identify the purpose and audience before writing; use graphic organizers to help them structure ideas; conduct background reading to expand their knowledge of a topic; sort ideas into logical order for an informational paragraph; record information in their own words or using images; pose questions to guide research; gather supporting information, ideas, and opinions from print and electronic sources; assess the accuracy and relevance of information and the reliability of sources).
 2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use an editing checklist; reread their writing to determine where it might be necessary to add and reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; use words from a class word wall or personal lexicon; ensure the appropriate placement of words in a sentence).
 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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately).
 2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., use exit passes to reflect on the writing they have just completed; review their past work for commonly used expressions and plan to vary word choice).

3. Intercultural Understanding

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By the end of Grade 9, 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., write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking African or Asian community; write a letter to an imaginary or real friend in Laos, Senegal, or Egypt asking questions about tourist destinations).

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., create a comic strip using popular expressions particular to youth from a specific French-speaking region; create a picture book to explain the meanings of popular expressions to younger students; write notes to a friend and to a job interviewer or the school principal, adjusting the level of formality accordingly).

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Grade 9 - CORE 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 range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., clarify the purpose for listening; before listening to a text, make predictions based on the topic and illustrations provided; listen to a text multiple times to monitor and repair comprehension; make connections to background knowledge and personal experiences; identify cognates and familiar words; focus on the main idea, key information, and supporting details while listening to a text; record notes while listening to help them summarize information afterwards)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify relevant information in an oral description related to personal interests; identify common phrases in dialogues; follow oral instructions to perform a sequence of tasks; restate the principal message of an audio text in their own words; dramatize the events described in a text after listening; listen to a dialogue set in a restaurant and use the context to help them determine the meaning of new words; write down on an exit ticket three things they learned during a presentation; transform the information into a new form, such as a poster, brochure, or electronic text, to confirm understanding of the message)

2. Listening to Interact

By the end of Grade 9, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., demonstrate an understanding of when to speak and when to listen; during a dialogue with a peer, paraphrase statements made by their partner and verify the accuracy of the paraphrase with him or her; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; create a mental image of a message to make its meaning more vivid; repeat key information to express understanding of the oral text, in paired and small-group sessions; during a conversation, focus on tone of voice, intonation, facial expression, body language, and cognates to help them understand what others are saying)
- 2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (e.g., make plans for the weekend with friends; participate in paired and small-group conversations on familiar topics, such as recycling or eating habits; in a small group, discuss what items are found in their favourite stores, as well as other reasons for liking these stores; listen to a peer's description of his or her family and ask questions to get to know them better; in pairs, discuss where to find a better price for a product)

- 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., describe which listening strategies helped them contribute to a group discussion)

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 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 accounts of seasonal and/or holiday traditions in various French-speaking communities in Africa or Asia and relate them to their own; listen to songs from a particular French-speaking community and determine how the lyrics and elements of music, such as rhythm, tempo, and beat, are used to communicate a message)
- 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 variations in pronunciation and dialect; introduce themselves in a variety of situations; describe the messages conveyed by the language used in relation to gender in popular music; identify different expressions of rejection, both positive [e.g., "C'est genial"] and negative [e.g., "Pas questions!"]); listen to identify different ways to express gratitude; for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as "le shopping", "le parking", "le week-end")

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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

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By the end of Grade 9, students will:

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse a presentation with a partner before sharing it in a large group; use visuals to supplement and enhance a presentation; use gestures, body language, and facial expressions while speaking; repeat or paraphrase ideas to assist peers' understanding; use a variety of sentence structures to enhance the flow between ideas; take into consideration what classmates know about the topic when planning a presentation)

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., use supporting ideas to add detail to messages; provide straightforward explanations using clear and uncomplicated statements; describe themselves, their home, and their community; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school; compare a scene from the original version of a movie to its remake using a teacher-generated template; report on the results of a newspaper or menu scavenger hunt in which students locate English words also used in French – "mots apparentés" – such as "à la carte", "à la mode", "à propos", "déjà vu", "vis-à-vis", "art nouveau", "bon voyage", "chauffeur")

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., use pauses appropriately to accentuate personal preferences when describing food or music choices; raise pitch at the end of a sentence to ask a question; participate in a reader's theatre)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe daily activities and their personal interests, using commonly used verbs and time indicators; discuss their favourite movie or video games with peers, using "aller" and the construction "aimer faire"; make a presentation using the five Ws on a familiar topic; role-play an interaction between a customer and manager in a department store in which the customer expresses dissatisfaction with a product)

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 structured, guided, formal, and informal situations (e.g., provide meaningful feedback in response to a peer's presentation; establish and follow rules for participating in a group; recognize and respond to the preferred communication styles of peers; speak in turn; predict what might be heard and consider different expressions that might be used in response to vary the language in interactions; practise the use of expressions of courtesy such as "après toi!" and "tu permets?" during partner and group work; use clarification phrases when misunderstanding occurs in class; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations)

2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., respond to the ideas and opinions of others in brief conversations; respond to and formulate direct questions spoken slowly and clearly in non-idiomatic speech about personal details; role-play a challenging social situation and verbalize possible resolutions; exchange ideas with a peer about topics under study; summarize ideas in a group discussion; discuss the concept or notion of culture; discuss the cost of products or services of interest, such as sporting goods, campsites, or concert tickets)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., describe during a student-teacher conference how they self-monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation)

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 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., research and speak about French cuisine around the world, such as aloko in Côte d'Ivoire; discuss differences and similarities in fashion and art from North African French-speaking communities and relate them to those in their own community; present research regarding a French-speaking musical artist or group; present an oral report summarizing some key factors [such as historical events, climate, geography, and significant individuals] affecting the francophone community in a particular region [such as Laos, Lebanon, French Polynesia, or the Philippines]; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures)

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., introduce themselves in a variety of situations; vary tone of voice according to the purpose and audience; contrast the appropriate uses of certain expressions of formality or politeness, such as "je veux" vs "je voudrais")

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., preview the text by scanning to get a general sense of the subject; highlight key words to help them determine the main idea; make connections to personal experiences; examine illustrations, pictures, and diagrams to support their understanding of the text and/or make predictions about its message; make inferences based on knowledge of similar text forms; use visualization to clarify their impressions of the setting and/or characters; ask themselves questions to help activate prior knowledge; create sketches that reflect key ideas and/or new words or expressions; reread to confirm understanding)

1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., restate in proper sequence information found in newspaper articles, blogs, emails, text messages, or letters; record key information and supporting details from posters; dramatize key events in a text using props; mime the steps required to follow a recipe; illustrate the main conflict in a story using a story map; participate in teacher-led discussions about texts; retell the events of a scene or chapter in small groups; create a headline that summarizes the main idea of a newspaper article about a topic such as adolescent health and fitness or adolescent spending habits)

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1.3 Reading with Fluency: read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read aloud with suitable emphasis and phrasing to dramatize a text for an audience; make reading aloud sound like speaking; divide text into logical sections/phrases when reading aloud).

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1.4 Developing Vocabulary: use a variety of vocabulary acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., identify words borrowed from other languages; identify the relationships among words with the same root or origin, using a graphic organizer to sort the words; use visual elements from the text to assist them in determining the meaning of new vocabulary; infer the meaning of unfamiliar words by looking for words within larger words, similarities with familiar words, and known spelling patterns; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words)

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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, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., the division of information into short sections in a how-to book helps readers learn a new skill; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; images, short paragraphs, and bullet points on a website allow users to scan it for information)

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2.2 Characteristics of Text Forms: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., photographs and diagrams in a non-fiction text support the main idea or enhance explanations; dialogue in speech bubbles and descriptions in captions in graphic novels and comic books reveal characters' thoughts and provide information about the setting)

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

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track their reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read).

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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 Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; compare sports played in French-speaking countries to sports in their own community; read a menu from a Moroccan or Lebanese restaurant to determine whether the main dishes reflect the agriculture in the country that inspired the restaurant; research opportunities for learning French as an exchange student in different African and Asian countries and present their findings to the class) 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., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; compare sports played in French-speaking countries to sports in their own community; read a menu from a Moroccan or Lebanese restaurant to determine whether the main dishes reflect the agriculture in the country that inspired the restaurant; research opportunities for learning French as an exchange student in different African and Asian countries and present their findings to the class)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., while reading, identify words and expressions unique to certain regions, such as the North African term "kif-kif", which means "comme"; "c'est la même chose", "semblable", "pareil"; interpret abbreviations in electronic text such as "bjr : bonjour", "auj : aujourd'hui", "mr6 : merci", "MDR : mort de dire"; identify the level of formality in letters by people from different French-speaking communities).

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Grade 9 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

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

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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 the French texts they plan to create (e.g., to script a newscast; to create an online survey; to depict conflict between a superhero and villain in a comic strip or short graphic novel; to produce an engaging cover for a class magazine on a contemporary issue or trend; to express ideas about cell phone or Internet plans).

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a visual essay with captions on a current event or topic of personal interest; a multimedia text demonstrating the benefits of daily physical activity; a diary entry on personal reactions to bullying; a blog review of a television show or movie; shopping lists detailing favourite items and their prices; a brief email or text message; a poem or song responding to an event in their lives; testimonials or quotes for an advertising campaign raising awareness about a social or environmental issue).

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe their best day of the week using reflexive verbs; use the passé composé when preparing a statement about celebrities for a "guess who?" game to post in the classroom; create a video game, using the impératif for instructions; use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; use appropriate tenses to describe work and volunteer experiences and future plans in an article for the school newsletter)

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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., create a storyboard to outline a story before writing; organize ideas using graphic organizers suited to the structure of the piece of writing; create checklists to ensure they cover all the main points in their writing; sort ideas and information into categories; make notes that suit their personal learning styles, using words or images to record key ideas; gather supporting ideas and information from print and electronic sources; make a flow chart before writing a procedural text)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use sentence starters discussed in class or common templates; use a revision checklist either independently or when in conference with the teacher; use an appropriate graphic organizer to plan and organize vocabulary; consult with peers to verify word choice, punctuation, and language conventions when editing; adopt the appropriate voice/tone)

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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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing;
 (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., reflect on and select the pre-writing strategies that are best suited to the task; after writing, complete a self-assessment, with particular emphasis on the elements associated with the selected text form; keep a log of strategies that were most helpful during the writing process)

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 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., describe and illustrate examples of cultural artifacts; create a print advertising campaign for a French-speaking African country to increase awareness about arts, sports, plants, or animals; write a proposal to their family comparing the cost of a trip to two different countries in Africa, such as Côte d'Ivoire and Tunisia, or in Asia, such as Vietnam and Laos, to help them determine the most economical trip)

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 an email to a friend using expressions from a French-speaking region; create a comic strip for younger students to explain the meanings of greetings and other expressions that use the verb "aller", such as "Ça va?", "Comment vas-tu?", "Comment allez-vous?", "On y va?", "Allons-y!", "Allons donc!")

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 9 - CORE 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 range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., brainstorm key words and ideas related to the topic before listening to a text; visualize key elements of a text to bring it to life; listen for known words within new words; listen for key words that indicate sequence to help them determine when an action takes place; use background knowledge and contextual clues to deduce the meaning of an unfamiliar word; replay an audio text to confirm understanding; ask for clarification after listening to a text; take notes to retain information)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (e.g., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify new words and phrases heard in introductions of friends and family; illustrate familiar objects based on oral descriptions; use a graphic organizer with headings such as "hier", "aujourd'hui", and "demain" to record the order of events in a text read aloud; point to, choose, or rearrange items according to oral instructions; listen to a dialogue taking place in a department store and use the context to help them determine the meaning of new words)

2. Listening to Interact

By the end of Grade 9, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., use culturally appropriate body language and eye contact when listening during a discussion; express engagement by asking questions and sharing constructive comments; make connections to personal experiences when responding to a statement; visualize aspects of the message, event, or situation under discussion to help them determine the meaning of a statement)
- 2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (e.g., determine with a partner appropriate answers to questions heard; listen to a description of the benefits of extracurricular activities and discuss them in pairs or small groups; respond to oral questions about personal preferences and interests such as shopping; interview a classmate and share selected aspects of the interview with a larger group)
- 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., discuss how anticipating possible themes, words, and expressions helped with comprehension; describe how listening to intonation, watching gestures, and identifying words and phrases used in English supports comprehension)

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 Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to a text about a specific French-speaking region in eastern, western, or northern Canada and describe distinctive features of the community; listen to recipes of traditional French Canadian foods and identify some of their key ingredients; take notes while listening to a text about life in a French-speaking Canadian family, and make connections to their own families)
 - 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 for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as "le shopping", "le parking", "le week-end"; identify the terms used to address different people in dialogues or discussions; listen for the use and choice of greetings and expressions of politeness)

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.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 9, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use modelled sentence starters and prompts when sharing personal preferences; use gestures and mime to clarify meaning; vary pitch, tone, and volume for emphasis; repeat or paraphrase ideas to assist peers' understanding; slow down speech and focus on pronouncing words clearly; record and review their presentation to increase confidence and identify areas needing practice; list essential vocabulary and ideas before speaking; use images and illustrations to support presentations or descriptions)

1.2 Producing Oral Communications: familiar words and expressions, produce prepared messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., express likes and dislikes related to food, music, pets, hobbies, sports, movies, video games, books, celebrities; describe daily routine activities before, during, and after school; in a small group, introduce a classmate and state his or her place of origin, customs, hobbies, and tastes in food and music)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., vary the pace to entertain the audience while telling a story; pause to emphasize key ideas during a presentation).

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., introduce themselves and discuss their hobbies and interests using basic expressions; describe a person or an object from their environment; request information or permission; respond to questions)

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 structured, guided, formal, and informal situations (e.g., speak in turn; ask for repetition when they do not understand something; acknowledge alternative points of view during a small-group discussion; use body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions to engage the audience; incorporate expressions of courtesy when acknowledging the contributions of others)

2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (e.g., in conversation, present personal opinions and respond to the opinions of others; ask and respond to questions about name, age, family, favourite school subjects, weather, leisure activities, and places of interest; role-play a situation where negotiation is required; select appropriate responses from a prepared bank of common situational dialogues; engage in brief conversations about everyday life)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., describe which speaking strategies contributed to a positive group discussion; identify the most effective elements in an oral exchange and describe what might be done differently next time)

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 Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., research and speak about French Canadian cuisine, such as tourtière in Quebec; research, in pairs, a French Canadian musical artist or group and present the information to the class; share information about festivals and traditions in French-speaking communities in Canada)

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., contrast the appropriate uses of certain expressions of formality or politeness, such as "je veux" vs "je voudrais"; compare the use of social distance and body language in video clips of people from various communities, including French-speaking Canadian communities and their own; offer and respond to greetings, invitations, compliments, and apologies)

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; examine illustrations to help them understand the content of a brochure or poster; identify action verbs to help them visualize the action in a scene; make predictions based on knowledge of similar text forms; use pictorial clues, including the cover of a text, to predict vocabulary; make connections to personal experiences; scan text for specific information; reread when understanding has broken down; preview vocabulary to identify familiar words and cognates; as a class, ask and respond to questions to formulate predictions before reading; list key words in a text and refer to them when summarizing its message)

1.2 Reading for Meaning: demonstrate an understanding of a variety of short student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., order a meal based on information in a menu; summarize the steps in a how-to manual; identify people and objects based on written descriptions; read the instructions that accompany a video game and explain the game to a partner; create a series of illustrations to convey the plot of a short story; omit extraneous information when summarizing key ideas; discuss reactions to a text in a small group; dramatize events in a story to convey the importance of foods, feasts, and/or traditions in an Aboriginal community; draw a sketch of a scene in a story and write a caption describing personal reactions to the scene; read about the benefits of learning French and make an informed presentation to the class)

1.3 Reading with Fluency: read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., recognize and automatically read high-frequency words and words related to personal interests; read texts aloud with appropriate expression, voice, tone, and pauses as indicated by the punctuation; make reading aloud sound like speaking)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., find familiar words used in new contexts and explain their meaning; use contextual clues to help them determine the meaning of new words; use knowledge of parts of speech to infer the meaning of a new word; create a word web with vocabulary relating to a specific topic; identify slang expressions and jargon in a magazine article)

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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, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., descriptions and images in a catalogue or flyer promote products; alphabetical order in dictionaries and encyclopedias helps the reader to find words and information; identification of the occasion on the outside and poetic text on the inside of a greeting card acknowledges the significance of an event).

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2.2 Characteristics of Text Forms: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., descriptive words help a reader visualize scenes in a narrative text; repetition and rhyme draw attention to certain ideas or images in a poem or song lyrics; boldface type and colours emphasize key words in catalogues and flyers)

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2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read)

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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 Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in eastern, western, and northern Canada; in groups, read travel brochures about different French-speaking regions and create a multimedia presentation on cultural highlights in those regions; identify common activities and interests of youth in a Franco-Ontarian community; choose a meal from a Québécois restaurant menu)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., compare the use of greetings in letters written for different purposes; based on salutations, determine the gender and number of people being addressed in a letter; identify words and expressions unique to certain regions while reading)

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Grade 9 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

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

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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 the French texts they plan to create (e.g., to describe a classmate; to provide personal information in a biography; to invite others to a social event; to introduce themselves to a new pen pal; to promote the value of learning French in Canada in a brochure for adolescents; to thank a guest speaker for a presentation; to send a postcard to a friend, parent, or teacher identifying the highlights of a holiday; to compile and prioritize a to-do list for the week; to conduct a survey about environmental habits in the home; to inform the school community about a fundraiser for a local charity).

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a photo essay including images and captions; a how-to book with descriptive instructions and illustrations; a survey to determine the food preferences of classmates; a registration form for a sport or contest requiring personal information; a print advertising campaign to increase awareness about healthy living)

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives and correct verb forms; ask questions and seek additional information using a variety of interrogative pronouns; express likes and dislikes using personal pronouns and verbs of emotion; recount occurrences or events in the past, present, and future, using the correct verb tense)

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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., record in a journal possible topics to write about; activate prior knowledge through peer and group discussion; sort information and ideas into categories using graphic organizers; share ideas with and seek feedback from peers; gather supporting ideas and information from print and electronic sources; pose questions to guide research)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use an editing checklist; reread their work with a partner to determine whether it is necessary to add or reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; add words from a class word wall or personal lexicon; use a template as a guide when writing a rough draft; develop a word web based on feedback on their drafts; read a piece written by a peer to see whether punctuation supports the message).

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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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately)

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., after a writing activity, complete a self-assessment, with particular emphasis on the elements associated with the selected text form, and plan next steps)

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3. Intercultural Understanding

By the end of Grade 9, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

3.1 Intercultural Awareness: : in their written work, communicate information about French-speaking communities in Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a postcard including interesting and important facts about a French-speaking community in eastern, western, or northern Canada; describe and illustrate examples of French Canadian cultural artifacts and explain their significance; write a letter to an imaginary or real friend in a French-speaking community in Canada asking questions to determine how life in that community is similar to and different from their own)

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 a thank-you note using expressions of gratitude and appreciation; create a brochure with pictures to explain greeting expressions to younger students; write a description using common local terms from a French-speaking region of Canada; write emails to a friend and a job interviewer, adjusting the level of formality accordingly)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 10 - CORE FRENCH

Student's Name: _____
 Teacher: _____
 School Year: _____
 Term: _____
 Teacher
 Tracking: _____

Grade 10 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

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

- Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions)
- Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (e.g., identify key events and place them on a timeline when listening to a partner's account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker's presentation; identify information about movie or concert programs, times, and prices in a recording)

2. Listening to Interact

By the end of Grade 10, students will:

- Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., restate key points to affirm understanding and show interest; ask for clarification when needed; lean forward to encourage the speaker and signal interest; paraphrase instructions or messages received from a partner, and review the paraphrase with their partner to confirm its accuracy)
- Interacting: respond with understanding to what others say while participating in a variety of interactions about academic and familiar topics, in formal and informal situations (e.g., discuss the best mode of transportation to get to a concert in a neighbouring town; role-play a respectful negotiation to extend a curfew or review house or school rules; participate in a small-group or class debate)

- Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., during a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text)

3. Intercultural Understanding

By the end of Grade 10, students will:

- Metacognition
- 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 perspectives on the same subject from two French-speaking countries and discuss how the culture in these countries might have influenced these perspectives; identify examples from audio-visual media that illustrate the extent to which French is used in a particular country; watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted)
 - 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., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the significance and usage of tone, pitch, and emotion when communicating in French and English; identify the difference between formal and informal speech in a dialogue)

Grade 10 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

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

Needs Improvement Satisfactory Good Excellent

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., select appropriate vocabulary and expressions for the intended message and audience; use appropriate gestures in a variety of situations; rehearse sharing ideas in a small group before presenting their ideas to the whole class; review knowledge about the topic before beginning a speaking task; adjust volume and tone to suit the message and context; identify and respond to audience needs and interests)

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate (e.g., report on information obtained from a French text and relate it to familiar texts, personal experiences, and the wider world; ask questions using inversion and a variety of interrogative words; inform others about the importance of healthy eating and the impact their diet may have on their health; give instructions about how to play a sport; justify their choice of a particular product)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., use known vocabulary when speaking about familiar subjects; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; change tone/inflection to express sarcasm, irony, respect, and/or happiness or other emotions)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjunctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; use comparatives and superlatives in conversation about everyday life, such as in comparisons of items to buy)

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., use questions such as “As-tu pensé à ceci?” or “Avez-vous considéré cela?” to encourage others to share their thoughts; refer to personal lists of common expressions that can be used in different types of interactions)

2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate (e.g., ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; create and conduct a survey in interview format; engage in conversations about everyday life; compare hopes for future career paths with a peer)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss the effective elements of their presentation and identify other elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)

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 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., orally deliver a podcast, radio broadcast, or film script about tourist attractions in a French-speaking community such as the Seychelles; describe and teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; in pairs, research the history, economy, and geography of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon and present the information orally, using visual aids such as a slideshow, a poster, a travel brochure; introduce a music video of a song from a French-speaking community outside Canada, noting typical language and characteristics; dramatize a scene from a comic strip or story incorporating characteristics of the culture or lifestyle of a French-speaking people)

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., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality)

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;

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., while reading, make notes to record important or interesting ideas; ask questions about a character’s motivation or actions; use an anticipation guide to make predictions and inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage; reread to determine or confirm meaning; after reading, make connections to their own experiences and knowledge)

1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., describe the author’s purpose and point of view; distinguish between fact and opinion; identify stated and implied ideas; role-play alternative solutions to a conflict presented in a text; locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; distinguish between informational and promotional texts; restate the message or recount the events from a graphic novel; follow written instructions)

1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read groups of words in clusters or phrases; read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like speaking, with appropriate emphasis and pauses as indicated by the punctuation; identify and pronounce smoothly words previously encountered in grade-level texts or that are part of their oral vocabulary and terminology used regularly in discussions and/or posted on anchor charts)

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., identify parts of words, such as roots, prefixes, suffixes; list on mind maps ideas or terms related to the topic of the text they are reading; identify parts of speech as they read; use contextual clues to help them determine the meaning of new words; substitute a word that would make sense in the same context for an unfamiliar word; identify words borrowed from other languages; identify verb tenses to determine when actions take place)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

2. Purpose, Form, and Style

By the end of Grade 10, students will:

- 2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; the artist's name, the title of the art-work, and background information on art museum labels help the viewer appreciate the piece of art; comparisons, charts, graphs, and grading systems in consumer reports are used to review and rate products and services for potential buyers; the interplay of images and words conveys a story in a graphic)
- 2.2 Characteristics of Text Forms: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., point form, abbreviations, photos, and icons allow quick communication on a social networking site; titles, pull quotes, sidebars, photos, headings, and subheadings direct a reader's attention to certain information in magazines or newspapers; a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography).
- 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for the ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; review predictions made before reading to confirm or clarify meaning and to determine the effectiveness of this strategy)

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 worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; identify vocabulary that reflects the history or culture of the author or setting of a text; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities)
- 3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., determine what the author's choice of language register conveys about his or her identity and position and how it affects the message; discuss similarities and differences in the language in poems or song lyrics from two French-speaking regions; scan headlines and advertisements in an online newspaper from a French-speaking region and identify vocabulary unique to that region)

Grade 10 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

- Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
- 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;
- 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 10, students will:

- Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to discuss an environmental disaster in a newspaper article; to compose a short dialogue between two fictional characters; to narrate a personal journey; to express and justify an opinion in response to a newspaper editorial or a film critique; to encourage community service among peers through an advertisement; to request information on a French-speaking country from a consulate or travel agency; to create an FAQ section for a school website for French-speaking students who have recently immigrated to Canada)
- Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a persuasive article on a website to encourage healthy eating; a text message or an email to a friend using informal language; a biography that includes different points of view about its subject; a report on a topic of interest that includes subheadings to guide the reader through the text; a letter to the editor on a social or environmental issue; an opinion piece on the importance of learning French or other languages)
- Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions using interjections and the subjunctive present; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using two different past tenses; vary sentence length and use conjunctions such as "si", "quand", "lorsque", "dès que", "cependant", "car", and "donc" to create more complex sentences)

2. The Writing Process

By the end of Grade 10, students will:

- Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., participate in a group discussion to activate prior knowledge and generate ideas; create checklists or graphic organizers to assist them in organizing their thoughts; discuss storyboard ideas with peers to generate dialogue and narration for a comic strip; engage in free writing to generate ideas for a poem or song; assess the suitability of ideas in relation to the topic assigned; use different types of questions to deepen their understanding of a specific topic; summarize and paraphrase information and ideas in point-form notes, and review them to identify gaps; research facts to report accurately on a situation or event)
- Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., develop questions to help them clarify and expand upon peer and teacher feedback; determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or the topic; use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic resources when editing and proofreading)
- 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., reorganize main ideas and supporting details as necessary; add headings and subheadings to create sections in a report; use photos or drawings to support key ideas)
- Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer's block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

3. Intercultural Understanding

By the end of Grade 10, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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 an online review that explores local cuisine in a specific French-speaking region; create a storyboard or skit highlighting the portrayal of adolescent issues in two different French-speaking communities; describe the influence of French colonization on the architecture of a French-speaking region; write a welcome letter to a potential new Canadian describing daily life in their community; write a double-entry journal from the points of view of people from two French-speaking communities affected by the same social issue; describe the origins of a tradition or pastime from a French-speaking community; create a promotional travel brochure for a French-speaking country)

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 the appropriate salutation and language register in an email to a friend and another to a teacher; explore words or expressions related to food and meals in different French-speaking communities)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 10 - CORE 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 range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., break down the elements of a speaker's message; brainstorm vocabulary before a listening task; draw on prior knowledge and make connections to personal experiences; identify key ideas and list associated details; make predictions before a presentation, and confirm, modify, or reject them during and after it)
- 1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about everyday matters and familiar topics, with support as appropriate (e.g., identify familiar words and expressions used to persuade in an advertisement; use a graphic organizer to sort information heard in a voice mail message; extract and summarize information from a broadcast about new and upcoming athletes; re-enact an event based on a description that includes new and familiar vocabulary; determine main ideas and relevant supporting details in a news broadcast; detect forms of bias in a song)

2. Listening to Interact

By the end of Grade 10, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., acknowledge others' ideas using appropriate body language and facial expressions; identify the topic of discussion in order to select appropriate vocabulary to respond; paraphrase different speakers' points of view during a group discussion; ask for clarification or repetition to ensure comprehension during a conference with a teacher or peer)
- 2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about everyday matters and familiar topics, in formal and informal situations (e.g., interview students for a survey; answer questions from others in a small-group discussion; participate in an improvisational role play; express agreement or disagreement verbally and non-verbally)

- 2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., assess their level of participation in a role play; compare effective listening strategies with a peer)

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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 worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., using a graphic organizer, record the names of French-speaking people heard describing their communities and identify French influences on their first and last names; listen to songs from a variety of French-speaking cultures to determine and appreciate how they convey messages)

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- 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., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; identify expressions that show interest in what another person is saying; identify the language register used by the participants in a conversation)

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Grade 10 | SPEAKING

OVERALL EXPECTATIONS

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 range 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., focus on what to say rather than on how to say it; draw pictures to help correctly order the elements of a speaking task; use familiar ideas and expressions; provide supporting details to clarify ideas and opinions; continue speaking after making a mistake; build a bank of frequently used expressions, such as greetings, goodbyes, and requests for clarification, to help them focus on using complete phrases rather than individual words; rehearse with a partner)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., recount childhood memories or personal experiences; share interests, dreams, hopes, and aspirations; adapt and retell a familiar text; create and present a persuasive audio commercial; give a presentation on the importance of accessibility ramps in public buildings; present the results of a survey; describe a profession's skills and responsibilities; discuss French television commercials or film trailers after viewing; discuss the cultural significance of a personal book, object, or photograph; lead a panel discussion on where to find the most economical ticket prices or cell phone plans)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., vary tone and intonation for emphasis during presentations; speak in phrases using familiar vocabulary; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten); role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., express feelings, desires, or suggestions using the conditional; describe an event using the appropriate past tense; use appropriate pronouns to avoid repetition while speaking)

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., restate and reformulate ideas and ask questions in response to a peer's presentation; check for understanding; give alternative suggestions in response to others' propositions; acknowledge the contributions of others before expressing their own opinion; contribute information in a small-group discussion to encourage active participation by all group members)

2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., collaborate with classmates to prepare and present a skit; ask questions to elicit further information; acknowledge and respond to feedback during a writing conference with the teacher or peers; contribute opinions in a class discussion; discuss in small groups the effectiveness of messages in media texts; paraphrase or restate group members' contributions to a discussion to verify understanding; compare "family rules" with a peer; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; with a partner, summarize key ideas from a group discussion; role-play a conversation between a parent and teenager about a product the teenager wants to have)

2.3 Metacognition:(a) describe strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., plan to incorporate newly learned vocabulary in interactions; identify strategies that are useful when interacting with peers)

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 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., make a presentation on popular tourist attractions, movies, or jobs in various French-speaking regions, comparing them to those in their own community; identify some countries where French is used as a first or additional language, and compare its use in these countries to how and where French is used in their own community; deliver an oral presentation on a famous person or fictional character from a French-speaking country)

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., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality)

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;

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., examine the features of a text before reading; note repeated words in a text to help them identify main ideas; make inferences based on images; focus on the overall message rather than the meaning of every word; choose texts about familiar topics; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage)

1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., distinguish between fact and opinion in a newspaper article about providing nutritious food in schools; identify stated and implied ideas in an Internet, cable, or cell phone plan; role-play alternative solutions to a conflict presented in a text; make a timeline of the plot or key events in a story before creating a summary; read cookbooks from a variety of cultures, comparing ingredients and discussing the cultural significance of particular foods or dishes; read and respond to a reviewer's point of view about a movie or CD; read a city map to determine directions to a particular location)

1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., divide text into chunks when reading aloud; read with appropriate expression to communicate the emotions suggested by the text; identify and pronounce smoothly previously encountered words; read in role using appropriate intonation to emphasize the emotions conveyed by the character)

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., make associations based on illustrations and prior knowledge to determine and clarify the meaning of new words; use knowledge of etymology and related words to help decode an unfamiliar word's meaning; identify words borrowed from other languages; make a list of words and expressions that convey emotion; develop a personal lexicon including jargon and slang from personal online messaging, expressions used regularly in discussions, words from resource materials, and terminology in school-related documents; substitute a word that would make sense in the same context for an unfamiliar word)

2. Purpose, Form, and Style

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., an encyclopedia entry or newspaper article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” in relation to its subject; a list of materials enables a person to check that all components are present before assembling furniture; short essays, images, and useful links express and support opinions in a blog; speech bubbles, captions, and illustrations are used to convey information in comic strips and graphic novels)

2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., tables and diagrams convey information concisely in a report; the impératif and persuasive language in advertisements encourage consumers to buy a product; boldface titles, the infinitif, numbered steps, and illustrations help to guide cooks through a recipe)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy)

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 worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., research symbols associated with specific French-speaking communities and explain their significance; from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities; read descriptions of the flags of various French-speaking countries and describe how the elements reflect the national history or culture)

3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., compare vocabulary in menus from two French-speaking communities; identify words and expressions unique to certain communities; describe how the words of the national anthem of a specific French-speaking country reflect aspects of its national history or culture)

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.

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 the French texts they plan to create (e.g., to publish an article in a school paper based on an interview with a family member about his or her cultural traditions; to critique a film for a blog; to promote community service in an advertisement; to prepare a report explaining how something works or why something happened; to create a travel brochure to convince their families to visit a particular city or country; to develop a series of dialogues illustrating various ways to request and give directions; to compose an email or text message accepting an invitation to a party and confirming information about the event; to highlight the admirable qualities of a personal hero in a biography; to create a newspaper or magazine advertisement discussing the benefits and importance of learning French or other languages; to create an advertising campaign to persuade students to support a school fundraising event)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., an editorial to encourage adults to improve their energy conservation practices; a promotional text for a book or a movie; a slogan to encourage healthy and active living; a classified advertisement about an item lost, found, or for sale; an FAQ section for a school website about school-based apprenticeships or opportunities for bilingual volunteer work).

1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions or arguments using impersonal expressions and interjections; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using a variety of past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, “donc” to create more complex sentences)

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., discuss and reflect on personal opinions about a specific topic before writing; create a timeline of important events and personal achievements to use as the basis for an autobiography; discuss personal reactions with peers to clarify their own response to the work of a First Nation, Métis, or Inuit artist).

2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., identify frequently used vocabulary and integrate a greater variety of words and expressions in their text; use a teacher- or student-generated checklist to revise grammar, spelling, syntax, and punctuation; prioritize ideas and information to improve organization and clarify the message; use feedback from peer and teacher conferences to improve a written piece; vary sentence length to add interest and improve coherence)

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., add appropriate visuals or graphics to support key ideas; check for adequate development of information and ideas; check that their use of punctuation is appropriate and consistent with their meaning)

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

3. Intercultural Understanding

By the end of Grade 10, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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., describe the influence of French colonization on the architecture of a French-speaking region; create a menu, including the prices, for a traditional French Canadian meal; write a journal entry describing the events during “la semaine de la francophonie”; describe the origins of a tradition or pastime from a French-speaking community; create a promotional poster related to the cuisine of a French-speaking country, such as “Saveurs de la Martinique”)

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 salutations and levels of formality when writing invitations for a special event to friends, the school principal, teachers, or a local government official; write to an organization to offer their services as a volunteer, explaining their reasons for volunteering, expressing interest in a particular position, and discussing how their skills and experiences can make a contribution; write a thank-you note to a store’s manager after a job interview)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 10 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher
Tracking:

Needs Improvement Satisfactory Good Excellent

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.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 10, students will:

- 1.1 Using Listening Comprehension Strategies: a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., use prior knowledge and contextual clues to make deductions and inferences while listening; identify cognates; make predictions about key ideas in an oral text and verify predictions as they listen to the text; take notes to retain information)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (e.g., use words, pictures, and/or actions to restate the main idea and related details in an oral report about First Nations people; identify familiar words and expressions in a song; act out a procedure based on a classmate's description; identify a character from a story or movie based on a peer's description)

2. Listening to Interact

By the end of Grade 10, students will:

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

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 worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to perspectives on the same subject from people in two French-speaking countries and discuss how their culture might have influenced their perspectives; listen to descriptions of tourist destinations in French-speaking parts of the world and describe significant landmarks in these regions; listen to French popular songs in class and determine the meaning of the lyrics)
 - 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., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the language heard in conversations with a teacher and with a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls with a friend)

Grade 10 | SPEAKING

OVERALL EXPECTATIONS

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:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., identify their purpose for speaking, including circumstances, audience, and topic; use descriptive language to engage their audience; adjust volume to suit the purpose for speaking; adapt familiar models of speech to new contexts; increase confidence by reusing familiar and newly acquired phrases and sentences to state needs and preferences; engage in warm-up activities to practise newly acquired vocabulary; practise the delivery of lines in a role play; use repetition and speak clearly to ensure the audience understands)

1.2 Producing Oral Communications: using familiar words and expressions, produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., discuss personal interests in and outside school; share information about familiar activities and interests, including actions in the past and present, and plans for the future; describe skills learned through volunteering in the community; create and deliver a presentation about a familiar environmental or social issue; present a critique of a graphic novel, film, or video game)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., recite tongue twisters at different rates to practise pronunciation and emphasis; leave a clear, brief message on an answering machine with minimal hesitation)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; use appropriate prepositions with geographical names when describing places to visit as a tourist; maintain a conversation by following a model of questions and answers)

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 structured, guided, formal, and informal situations (e.g., use body language and proximity to engage the audience; share personal experiences and ideas linked to those of others; use pauses appropriately during a conversation)

2.2 Interacting: exchange information, ideas, and opinions with others in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (e.g., ask and respond to questions to exchange personal information; ask questions for clarification or to elicit additional information; compare likes and dislikes with peers; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; give feedback to a classmate in a peer-assessment activity; negotiate solutions to problems; conduct opinion surveys among classmates about a variety of topics; act as facilitator during a class discussion)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of speech using feedback from peers and the teacher)

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 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., make a presentation on popular tourist attractions, movies, or jobs in various French-speaking territories, and compare them to those in their own community; identify some countries where French is used as a first or additional language and compare its use to how and where French is used in their own community; teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; introduce a music video from a French-speaking community outside Canada, noting typical language and characteristics)

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., identify and use appropriate conventions in informal oral interactions, such as standard phrases for telephone greetings, asking to speak to someone, identifying themselves, and asking to leave a message)

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;
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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., ask questions to guide the exploration of a text; use titles, captions, and illustrations to make predictions about a text; identify familiar words and cognates to support their understanding of the text; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding; divide text into phrases to monitor comprehension)

1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., summarize the key events in a letter, postcard, or email from a friend describing his or her weekend or vacation; read and mime the instructions in a classmate's procedural text, such as directions to a specific landmark, instructions for assembling a piece of furniture, or prompts at an ATM; as a reading response to a story, select what a character might order from a menu, using evidence from the text to justify the choice of foods)

1.3 Reading with Fluency: read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read aloud at an appropriate rate and with expression; read with expression during reader's theatre; read poems or song lyrics smoothly during choral reading or in shared or paired reading contexts)

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., develop lists of cognates to expand vocabulary and to enhance understanding; identify familiar prefixes and suffixes and use them to infer the meaning of new words; create a list of new words, adding definitions determined from their context in texts; find a synonym for an unfamiliar word; identify synonyms and antonyms for familiar words; take note of new words while reading and add them to a personal word list)

2. Purpose, Form, and Style

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., ingredients and nutritional information on food packaging aid consumers in choosing healthy foods; maps, photos, and sample itineraries on a travel website help readers plan and budget for a vacation; pictures, diagrams, and troubleshooting tips in an owner's manual enable consumers to set up electronic devices)

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2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., captions, titles, pictures, colour, punctuation, and various fonts emphasize important information on a poster or flyer; gridlines, various fonts, and icons in calendars identify dates and holidays)

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2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts;
 (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy)

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3. Intercultural Understanding

By the end of Grade 10, students will:

3.1 Intercultural Awareness: use 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., research symbols associated with a French-speaking community and explain their significance; identify the main course dishes on the menu of a restaurant in a French-speaking country; read articles that describe the eating habits in a French-speaking country and compare them to dietary recommendations in Canada's Food Guide; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., while reading, identify words and expressions unique to certain regions; compare a personal and a business letter and discuss the differences in their language; describe how the words of the national anthem of a specific French-speaking country reflect some aspects of its national history or culture; discuss similarities and differences in the language used in song lyrics from two French-speaking regions)

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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.

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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 the French texts they plan to create (e.g., to review fashion trends or new technology; to describe a sports game for a magazine; to develop a dialogue showing different ways to request and give directions; to share personal dreams and wishes; to create a poster highlighting the benefits and importance of learning French or other languages)

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a poem or song about a personal experience; a how-to manual; a storyboard for an autobiographical short film or documentary; a response to an email or invitation; an article on the benefits of part-time jobs for teenagers)

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write descriptions of themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; give written directions using the impératif; describe favourite memories using the appropriate past tense; vary sentence length and use conjunctions such as "parce que", "quand", "et", "ou", and "donc" to create more complex sentences)

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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., in a journal, record possible topics to write about; create a list of themes from favourite songs or books; select ideas from a class brainstorming session on topics of interest; use the results of a survey as the inspiration for a letter to the editor; create a timeline of important events and personal achievements and use it as the basis of an autobiography; develop a plan for working towards career goals)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use a list of teacher- and student-generated questions to guide revision; share work in small groups to obtain feedback; use all available resources to extend and enrich word choice; review the text to ensure that it reflects all aspects of the teacher's instructions; review their draft with a peer to ensure the intended message is clear)

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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., add appropriate fonts, visuals, or graphics to support key ideas in the text; check for adequate development of information and ideas; ensure all details are related to the topic)

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2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer's block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

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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 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., describe housing in a French-speaking community; create a list of important facts about Canada and their community for French-speaking students who have recently immigrated to Canada; create a poster advertising the events for "la semaine de la francophonie"; describe the origins of a tradition or popular pastime from a French-speaking community)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

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 a receipt or invoice using conventions for writing numbers and money amounts [i.e., using a space to separate thousands and a comma rather than a decimal point, and placing the currency sign after the amount]; create a storyboard or skit highlighting regional differences in expressions and terminology among French-speaking communities; write menus for different types of eating establishments, such as a bistro, a brasserie, a restaurant, a café, and an auberge, and include the cost of the foods offered in each)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 11 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

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.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 11, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to interpret explicit and implicit messages in oral French texts (e.g., use prior knowledge of the type of oral text to make predictions about content before a listening task; ask questions for clarification; generate mental images while listening to clarify their impressions of the setting or characters in a narrative; discuss their interpretation of a speaker's message with a peer to compare their understanding of the points made)
- 1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate (e.g., identify the main ideas in public announcements relating to health and healthy choices; identify key phrases in an airport or airplane announcement; listen to a job description, infer the skill set that the employer requires, and prioritize the skills most suitable for the job; extract the key ideas from a traditional oral text from another culture; list the main points in a podcast about an environmental issue; summarize the underlying messages in a television or radio advertising campaign; with a partner, listen to the description of a series of events and deduce possible causes; summarize the main ideas in a news report on climate change; replay a recorded text and prepare specific questions or commentary about it; after listening to a news report, play the role of a reporter and develop questions that could be asked of eyewitnesses to gain additional information)

2. Listening to Interact

By the end of Grade 11, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., ask carefully considered questions to encourage the speaker to continue talking; affirm and build on the ideas of others in a discussion; summarize both sides of an argument when moderating a discussion)
- 2.2 Interacting: respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (e.g., with a partner, improvise a dialogue between a medical practitioner and a patient; role-play how to respectfully respond to an aggressive speaker; contribute to a panel discussion about consumer awareness and advertising)
- 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 steps they can take to improve their listening skills (e.g., reflect on suggestions for improvement during a student-teacher conference; plan to develop a vocabulary list of new words and unfamiliar expressions; describe strategies they use to monitor their understanding when someone is speaking; explain and reflect on how they use body language to communicate interest while listening)

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., listen to a dialogue for information about adventure travel in different French-speaking communities; based on information obtained from oral texts, compare aspects of the history of two or more French colonies, including Canada; describe and compare ways in which national pride is expressed in the French-language songs of artists such as Patrick Bruel, Christophe Maé, or Wyclef Jean and in songs from their own community)
 - 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., analyse how the non-verbal interactions of characters in a French-language film clarify the messages in their speech; when listening to news reports from different French-speaking communities throughout the world, identify expressions or perspectives particular to those communities and explain how they are related to their way of life; listen to a conversation between people to identify their relationship; identify expressions related to folk wisdom in a read-aloud; identify conventional expressions used to enumerate and respond)

Grade 11 | SPEAKING

OVERALL EXPECTATIONS

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:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., practise to develop skills related to explaining, rephrasing, and clarifying ideas; prepare guiding questions for discussion; vary the pace of speech to hold the audience's attention when presenting; use a level of language appropriate to the audience; vary tone when expressing opinions; use appropriate facial expressions to help convey feelings; adjust the pace of their speech to the needs of the audience; vary word choice to clarify a message)

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1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (e.g., prepare and deliver a speech on current environmental issues; explain personal reactions to a news report on a natural disaster; deliver a presentation on issues affecting Aboriginal communities in Canada; dramatize a previously researched and discussed Aboriginal legend; express an opinion on art or music; present an impromptu monologue explaining a picture thematically associated with a personal interest; develop and perform a skit illustrating the pitfalls of generalizations and stereotypes; deliver an oral book or movie review; prepare and rehearse possible responses to job interview questions)

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1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., use inflection and tone to help convey meaning; vary volume for emphasis in a presentation; use changes of pace and pauses for dramatic effect when reciting or recounting a story or event; adapt their voice to role-play the subject in a mock interview; demonstrate self-confidence during a presentation by using pauses for effect without concern that they might signal a loss for words) speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., use inflection and tone to help convey meaning; vary volume for emphasis in a presentation; use changes of pace and pauses for dramatic effect when reciting or recounting a story or event; adapt their voice to role-play the subject in a mock interview; demonstrate self-confidence during a presentation by using pauses for effect without concern that they might signal a loss for words)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe an experience or express an opinion using a variety of pronouns; use conditional sentences when making hypotheses; place the adjective before or after the noun according to the meaning of the sentence)

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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., negotiate solutions to problems, interpersonal misunderstandings, and disputes; politely change the subject or suggest alternative topics for discussion; recognize and adhere to time limits and other constraints; find polite expressions that can be used to show appreciation for others' cultures in group discussions; listen actively and respond constructively as an audience member)

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2.2 Interacting: exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with support as appropriate (e.g., engage in a round-table discussion exploring topics such as hobbies, current events, potential career paths, hopes, goals, and ambitions; debate the use of technology in the school; express sentiments about the aspirations of a peer; synthesize ideas in a group discussion; identify familiar and unfamiliar expressions in a French movie and use them appropriately in a skit)

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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 steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and explain what they would do differently next time)

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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 lafrancophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create an advertisement highlighting important aspects of various French-speaking communities; discuss the differences and similarities between a French-speaking community in Canada and one elsewhere in the world; compare wedding traditions from a French-speaking community to their own traditions; make a presentation on choices for healthy living facing the youth in a French-speaking community; compare the attitudes towards learning another language in different French-speaking regions; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario)

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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 idiomatic expressions discovered while watching French commercials or reading on the Internet; use appropriate non-verbal exclamations and gestures to accompany speech when conveying an emotion or evoking a reaction; incorporate expressions from different regions in a dialogue; use the Internet to research non-verbal cues, including facial expressions and gestures, in different French-speaking communities, and present their findings in class)

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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;

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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.

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SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 11, students will:

1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., develop mind maps in pairs before, during, and after reading to activate prior knowledge on a topic; use visualization and comparisons to clarify their impressions of characters or settings; ask questions to monitor and clarify understanding; use context to help determine the meaning of unfamiliar words in a novel; make personal connections to dig deeper into a book's meaning; skim the text to identify key words or phrases related to the main idea; skip chunks of text that are not directly related to the purpose of the reading task; to ensure comprehension, read to the end of a sentence or paragraph)

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1.2 Reading for Meaning: demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., identify the intent or point of view of the writer of an article in a newspaper or magazine or on a website, and share their reaction to the article with their peers; compare and contrast the points of view presented in different articles or reports on the same issue; create a glossary of key terms used in texts on a specific issue; summarize texts to compare information about mental health and mental illness; develop a list of questions for a mock interview with a character from or the author of a text; analyze texts in terms of information, ideas, or themes relevant to the issue under study)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.3 Reading with Fluency: read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., participate in paired reading, monitoring their own reading and that of their partner to improve pronunciation and fluency; distinguish between the silent endings of the present tense of verbs and the pronounced endings of the present participle, such as “finissent” and “finissant”; scan text for key words such as academic and technical terms in textbooks, reports, and essays)

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2. Purpose, Form, and Style

By the end of Grade 11, students will:

2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., stage directions and scene changes in play or movie scripts situate the action; events recounted in the first person help the reader to understand the motivations of an individual in an autobiography; impersonal style distinguishes the factual, objective orientation of a news report from the personal, persuasive orientation of an opinion piece)

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2.2 Characteristics of Text Forms: Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., figurative language and descriptive words in poetry evoke an emotional response; logos, illustrations, font sizes, and colour influence are used in advertisements to try to influence the behaviour of consumers; sidebars, illustrations, and graphics highlight key information in magazine and Internet articles; references to actual people, dates, and events add credibility to historical fiction; metaphors help convey ideas or emotions in a variety of text forms)

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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 steps they can take to improve their reading skills (e.g., keep a reading log and analyse it periodically to ensure that they are reading various types of texts; reflect on how to modify or adapt strategies for different types of text; plan to read a variety of works of fiction to expand vocabulary and fluency; identify and seek opportunities to read French outside of class; build fluency by gradually increasing the time spent reading French texts)

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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., read about common practices relating to diet and physical activity in different French-speaking countries to assess the healthiness of people’s lifestyles; analyse the social and cultural context of a contemporary play set in a French-speaking community; compare online reviews of a specific vacation destination in a French-speaking region; examine similarities and differences in newspapers from different French-speaking countries; decipher clues prepared by classmates in a cultural scavenger hunt to learn more about various European cultures; read tourism literature about Senegal to plan and budget for an imaginary trip; research the major industries in a French-speaking country and prepare a brochure promoting the country because of its industries)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., identify proverbs, idiomatic expressions, or puns in headlines from international French-language newspapers; compare academic terminology in two French-speaking countries; research a variety of idiomatic expressions associated with money, and explain the contexts in which they are used)

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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;

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.

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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 the French texts they plan to create (e.g., to introduce themselves and the region in which they live to a potential exchange student by letter; to write a multi-paragraph biography about a member of the school community for an online school newsletter; to survey student attitudes towards healthy lifestyles and nutrition; to promote a cause in an advertising campaign; to create an advice column responding to questions from teenagers and young adults about human rights issues; to express an opinion about the effects of inappropriate or biased language on the Internet; to plan a community event and develop a feedback form to evaluate the event’s success; to compare and contrast the arguments in two persuasive essays on the same topic; to inform other students about the advantages of volunteering as a way of preparing for future jobs and careers)

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (e.g., an online article on a subject of school-wide interest; a cover letter to accompany a résumé; a retelling of a short story or novel from an alternative point of view; a report explaining the influence of aspects of contemporary culture on the work and perspectives of a particular writer; a photo essay with a series of images and captions promoting diversity and inclusion; a dialogue demonstrating conflict between two characters to be acted out in class)

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., summarize the essential elements of a presentation using indirect discourse; highlight an industrial practice that has harmful consequences for the environment using hypothetical sentences; express nuances and degrees of appreciation or criticism in a letter to a community newspaper; develop an opinion piece using the passive voice; describe their day in a blog or journal entry using expressions of emotion, doubt, desire, and permission with the subjunctif)

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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., brainstorm ideas in small groups; rank ideas in order of importance; use a “plus-minus-interesting” organizer to help them classify ideas; determine the best structure, such as chronological order, order of importance, or cause and effect, for presenting information in a report or essay)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use online and print resources to assist with revising and editing; use note cards to organize the main idea and supporting details for a report; ask a peer to edit their work, and use the feedback to improve the coherence and clarity of the text’s message; check written text for accuracy, consistency, and clarity; review their writing to ensure that the language and ideas are inclusive and non-discriminatory; reorganize sentences in the text to improve the flow of ideas)

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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., choose design features that support the message in the text; improve flow between paragraphs; add precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an opinion paper; quote and acknowledge sources of information to establish authority in an argument or position essay and to avoid plagiarism, and provide a complete bibliography or reference list)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing;
 (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., reflect on the helpfulness of different aids, such as electronic and print resources and feedback from peers, the teacher, or parents, used when correcting work; explain the benefits of planning carefully for each part of the writing process; select the most helpful self-correcting techniques and comment on their uses, and their limitations, in a personal reflective journal)

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., create a story- board about Canadian culture from the perspective of a French speaker from outside North America; create an advertising campaign promoting a cultural celebration in a French-speaking community; create a brochure on sports in various French-speaking countries and how they might be connected to national identity; create a guide for tourists that explains the etiquette of tipping in a variety of French-speaking countries)

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., adapt language to a different audience or situation; write an email incorporating abbreviations, acronyms, and symbols used in texts and Internet forums; use appropriate greetings in letters or emails to different people; use conventional expressions of politeness; use proverbs from different French-speaking communities)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 11 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Grade 11 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

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

- Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand explicit and implicit messages in oral French texts (e.g., identify familiar language structures and expressions; use a summary chart to record key ideas during a discussion; use teacher- and student-generated headings to organize note taking; make associations with prior knowledge while listening; use a graphic organizer to indicate their level of interest while listening)
- Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (e.g., identify key ideas in an announcement at a community event; watch a video or listen to a recorded dialogue set in a medical clinic and identify essential vocabulary and expressions; after listening to a weather forecast for the weekend, describe the expected weather; extract the main message from a short podcast about a financial issue; predict the reaction of an environmentalist to an excerpt from a news report they have heard; listen to a presentation on co-op programs and articulate an opinion on the benefits of participating)

2. Listening to Interact

By the end of Grade 11, students will:

- Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions and inter- actions about everyday matters (e.g., ask questions to expand on the content of a presentation; reword a peer's point of view during a group discussion to demonstrate and clarify understanding; interpret facial expressions, gestures, and body language; affirm and build on the ideas of others in a discussion)
- Interacting: respond with understanding to what others say while participating in inter- actions about a variety of topics, in formal and informal situations (e.g., improvise an interview between a co-op placement officer and an applicant; discuss leadership opportunities in the community and the importance of being involved; listen to a report on the impact of social networking and identify concerns and solutions with a peer; discuss in groups the importance of learning another language)
- Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., reflect on goals for listening to determine best strategies; identify frequently used listening strategies and describe their effectiveness; describe the effectiveness of previewing required vocabulary; set short-term improvement goals and track progress towards them in a personal journal)

3. Intercultural Understanding

By the end of Grade 11, students will:

Metacognition

- 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 a dialogue for information about adventure travel in different French-speaking communities; compare the text of a French-language song with the text of a song from their own community; listen to a song that combines French and another language, and describe how this combination contributes to its message)
- 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 French rap music and determine which elements are the same as those in rap music in English; describe uses of intonation and non- verbal gestures in different French-speaking communities; identify and explain the difference between formal and informal speech in a dialogue)

Grade 11 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

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

Needs Improvement Satisfactory Good Excellent

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., paraphrase to describe an object or idea when searching for the appropriate word; use gestures, familiar words, and memorized expressions to present and refine a message; use dramatic pauses in a role play to create suspense; rehearse a speech in front of a group of peers before presenting it to the class; use various audio-visual media to enhance a presentation)

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1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (e.g., describe key traits of characters in a book; summarize and comment on an environmental issue; deliver a multimedia presentation to the class about a cultural event; share information of personal interest in the form of a public service announcement; debate the benefits of teenagers' having part-time jobs)

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1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., recite a familiar poem, varying tone of voice; self-correct by restating a message differently while discussing current events with peers; role-play with expression a scene in a book the class is reading; deliver a speech without hesitation)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use a variety of transitional words and pronouns to link sentences while speaking; use prepositions and conjunctions appropriately; use verb tenses correctly in their conversation)

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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., convey understanding and sympathy; ask for clarification; agree and disagree politely using appropriate expressions; make respectful suggestions for next steps in group work)

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2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about a variety of topics, with teacher modelling as appropriate (e.g., share ideas and respond to others' opinions in a round-table discussion about hobbies, current events, or potential career paths, hopes, goals, and ambitions; improvise a situation involving characters who hold opposing views on a topic; express and defend an opinion about a social or environmental issue with a partner; contribute ideas in a brainstorming activity)

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2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and describe what they would do differently next time; identify sounds and vocabulary that have proven to be difficult and practise pronouncing them in useful expressions)

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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., discuss the cultural significance of a personal book, object, or photograph, and make connections with a similar French artifact discovered through research; relate the key message in a French song to their own community)

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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 interjections to show hesitation, such as "euh", "ah", "ben"; answer a variety of questions using regional expressions or colloquialisms while role-playing different members of the community; research customer service etiquette in French restaurants or stores and demonstrate it in a skit)

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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;

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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.

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SPECIFIC EXPECTATIONS

1. Reading Comprehension

By the end of Grade 11, students will:

1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., use a graphic organizer to illustrate the structure of a text; develop mind maps to activate prior knowledge and consolidate new learning; create sketches to help them visualize characters, events, or settings; ask questions to determine the author's intent or a character's motivations; make personal connections to dig deeper into a book's relevance)

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1.2 Reading for Meaning: demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., retell a story from an alternative perspective; create a commercial based on information in travel brochures; compare personality traits of characters in a text with those of real people or fictional characters in another text; with a partner, role-play an interview asking an author to justify his or her perspective; create a timeline showing key events in a text; distinguish between fact and opinion in advertisements)

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1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., respond to feedback from a partner while reading aloud in order to improve pacing and intonation; participate in shared reading with the whole class to build fluency and confidence; read poetry to develop expression)

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1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., consolidate learning of new words through memory aids, visualization techniques, or thematic lists of key concepts; use new words appropriately in different contexts; find a familiar root or word within an unfamiliar compound word; maintain a personal lexicon of words that relate to personal interests, are used regularly in discussions, or are posted on anchor charts, and use them frequently)

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2. Purpose, Form, and Style

By the end of Grade 11, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., articles, graphics, and advertisements in magazines appeal to a certain demographic; the continuing use of familiar characters in a fiction series allows the reader to make predictions; blogs have concise entries that include anecdotes, personal opinions, and images related to relevant issues to attract readers and generate discussion)

2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., abbreviations and legends on maps help a reader to plan a trip; photos, statistics, and standings on a sports team's website engage fans; headlines, descriptive language, and photographs in newspapers inform readers of important events)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., plan to read different types of fiction to expand vocabulary and fluency; identify and seek opportunities to read French outside of class; build fluency by gradually increasing the time spent reading French texts; reflect on the reading strategies suited to different purposes; vary text choices during independent reading).

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., analyse the actions and choices of fictional characters in terms of the social and cultural norms of their communities; research a French-speaking country and report on an interesting aspect of its culture; conduct research for an article outlining the impact of the natural environment on the culture of a French-speaking country; decipher clues prepared by classmates in a cultural scavenger hunt to learn more about various European cultures; read a tourism brochure about Senegal to plan an imaginary trip)

3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., identify puns in headlines from international French-language newspapers; compare the language used in formal and informal letters written by correspondents from two different age groups; use a Venn diagram to compare and contrast traffic signs and symbols in France and Canada; comment on persuasive language used in advertising in different French-speaking countries)

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;
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 the French texts they plan to create (e.g., to describe themselves and their families; to speak out against discriminatory language and blog about its effects on school culture; to survey their peers' attitudes towards diversity and equity, and report on them to younger students; to promote active living on behalf of a local hospital; to request fashion advice; to describe the value of using French in their personal lives; to reflect on an ethical dilemma in their community; to express an opinion about the effects of inappropriate or biased language on the Internet; to inform other students how to prepare for life after secondary school)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a recounting of an article or short story from an alternative point of view; a graphic organizer comparing aspects of two products in preparation for writing a report recommending one of the products instead of the other; a blog or zine about personal preferences; a critique of a movie, television show, or book)

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., develop a checklist of elements needed for a movie or video game review; consider what to include in a letter to an author describing their reaction to a text read in class; use a "quick write" strategy to generate ideas and record thoughts and words; use a "sketch to stretch" strategy, drawing images that reflect their understanding of concepts or their reaction/response to 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., use online and print resources to assist with revising and editing; use note cards to organize the main ideas and supporting details for a report; ask a peer to edit their work, and use the feedback to improve the coherence and clarity of the text's message; check written text for accuracy, consistency, and clarity; identify wording that conveys gender bias, and substitute gender-neutral language by using the pronoun "on")

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., add organizational and design elements, such as text boxes, sidebars, and effective spacing to highlight key information; include quotations to support ideas presented, and reference their sources appropriately to avoid plagiarism)

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., reflect on the effectiveness of different aids, such as electronic/print resources and feedback from peers, the teacher, or parents, used when correcting work; explain the benefits of planning carefully for each part of the writing process; select the most useful self-correcting techniques and comment on their use, and their limitations, in a personal reflective journal)

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., create a story-board about Canadian culture from the perspective of a French speaker from outside North America; create a brochure on sports in various French-speaking countries and how they might be connected to national identity; describe the education systems in various French-speaking communities)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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 the Internet to research regional expressions, identify the regions, and compare the expressions in a summary chart; use conventional expressions of politeness; use familiar quotations and adages appropriately)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 12 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

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.

Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 12, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to interpret explicit and implicit messages in oral French texts (e.g., before a listening task, prepare a template to help them take informed notes, with headings for subject, vocabulary, and key points of interest; anticipate what might be included in a presentation based on its title and images provided by the presenter; summarize an oral text, compare summaries with a peer, and consider similarities and differences; make notes during a listening task to help them recall key points and then use the jigsaw method to share ideas and extend their knowledge of the topic)
- 1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a wide variety of topics in oral French texts, with support as appropriate (e.g., describe the reactions of the people interviewed in a news report on a natural disaster; summarize the points of view of the candidates after listening to a political debate; identify the main themes of a French song and describe the emotions expressed; extract the main message and supporting details from a podcast; after viewing a documentary on the subject, identify how environmental changes can affect people's health; distinguish between the perspectives presented in news reports regarding First Nations, Métis, or Inuit communities; identify tone and bias in an online news clip and discuss in class why it is important to do so)

2. Listening to Interact

By the end of Grade 12, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., use body language that sustains and facilitates interaction and encourages discussion; gauge verbal and non-verbal cues to judge when it is appropriate to listen and when it is appropriate to speak)
- 2.2 Interacting: respond with understanding to what others say while participating in interactions about a wide variety of topics, in formal and informal situations (e.g., listen to classmates explain their future options, such as post secondary studies, work, or travel, and respond with their own options; listen to several travel agency promotions and discuss their effectiveness in promoting travel to those destinations)
- 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 steps they can take to improve their listening skills (e.g., assess personal time-management and self-motivation strategies; evaluate their ability to paraphrase another's viewpoint; assess how their learning environment may affect their understanding; record their understanding on an exit pass that can be used by the teacher or peers to assess their strengths and challenges in comprehension)

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., after listening to a presentation by their peers, compare elements of myths and legends of diverse French-speaking cultures and identify common elements; listen to the recitation of a variety of poems from different French-speaking communities and compare expressions, feelings, and practices; listen to French-language media coverage from various regions, including Ontario, of a global event to determine the concerns and perspectives in each region)
 - 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 ways in which humour is used to convey messages in a media text; listen to an interview with a prominent person and identify vocabulary or expressions that are specific to his or her occupation; compare formal and informal expressions in a conversation)

Grade 12 | SPEAKING

OVERALL EXPECTATIONS

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:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., identify the purpose, audience, and style of a presentation; review key terms associated with a topic before presenting it to the class; select precise language and use correct sentence structures and language conventions to explain, inform, persuade, and/or entertain; use relevant information from research to strengthen oral arguments; ask for help when seeking the right word; use strong, convincing language during a debate, such as “je suis certain que” and “je n’ai aucun doute que”; incorporate visual components or use technology to support a message)

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a wide variety of topics, with support as appropriate (e.g., dramatize a chapter of a French-language novel; explain how to carry out a procedure; use a “discourse chain” to improvise dialogue in a role play; lead a seminar analysing a play studied in class; lead a panel discussion on the influence of media on consumer spending; share ideas about an event that the class attended; create a presentation with visuals for peers to develop their awareness of the advantages and disadvantages of using a credit card)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a wide range of topics (e.g., using appropriate pauses, entertain the class with a joke, humorous story, or tongue twister; use contractions, elision, and liaisons appropriately; deliver a rehearsed monologue, dialogue, or interview using appropriate emphasis; use appropriate phrasing when reciting poetry aloud; use idiomatic expressions in various contexts)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., select a singular or plural verb to agree with a subject that is a collective noun, as appropriate for the intended meaning; express opinions and ideas using the appropriate tenses, expressions, and constructions; consistently put verb parts and object pronouns in the correct order while speaking)

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., use verbal and non-verbal communication to encourage others to join a conversation; recognize and adhere to time limits and other constraints; provide a word or phrase to help out another student; agree with or politely challenge another speaker’s statement; in group discussions, wait for a short silence indicating the end of someone else’s turn before adding an opinion or question)

2.2 Interacting: exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a wide variety of topics, with support as appropriate (e.g., contribute to and lead productive discussions; discuss with a small group the moral and ethical use of media such as the Internet; with a peer, discuss and evaluate postsecondary choices; with a peer, rephrase statements heard at a postsecondary orientation; develop questions on a topic of personal interest to initiate a discussion with peers)

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 steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and explain what they would do differently next time)

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., compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; develop a presentation exploring the origins and accuracy of stereotypes about various French-speaking communities)

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., differentiate speech according to different social contexts; research and account for the variable presence or absence of “ne” in verbal negation; use cues such as “et alors?”, “donc”, “puis”, “bien sûr”, “oui, toujours”, “je suis d’accord” to help maintain a conversation; incorporate into a group presentation words and expressions unique to various French-speaking communities worldwide, encountered while reading, viewing, and/or social networking; re-enact comedy sketches from different French-speaking communities and compare the humour in each region)

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;

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., preview a text before reading to identify the text features, and use these features to maximize their understanding of the text; use a concept map to sort ideas presented in a text; reread a section aloud with emphasis on different phrases or words to help them comprehend the main idea; construct a thematic word list as they read to use when analysing the main themes of a text; infer a character’s motivation from what the narrator and other characters say about him or her; identify biases by analysing information presented in and missing from the text; predict the end of a story based on evidence in the text; synthesize new knowledge with prior knowledge to deepen understanding)

1.2 Reading for Meaning: demonstrate an understanding of explicit and implicit messages in a variety of student-and teacher-selected French texts about academic and personally relevant topics (e.g., respond to a poem by composing an additional verse; blog about their personal reactions to an author’s message; classify information from non-fiction texts; critique an author’s point of view about a social issue; based on a character’s conflict, write a question and response in the style of an advice column; write a book recommendation for peers, including a synopsis of the major themes; create a character sketch based on what the character says and does and what other characters in the story reveal about him or her; write a letter to the editor to support or refute the arguments made in an editorial; compare their own values and opinions to those presented in advertisements; summarize articles or short stories about an environmental issue, ensuring that they include all key information)

1.3 Reading with Fluency: read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., look for textual emphasis, such as font changes, punctuation, italics, or bold, and adjust their intonation accordingly; read a play aloud, varying rate, tone, and expression to suit the characters)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., use a thesaurus and other online reference resources to broaden vocabulary; as they read, list interesting words and expressions that could be used in writing tasks; use contextual clues to help them determine the meaning of new words; use rhymes or other kinds of word play to help them retain unfamiliar words; consider how meaning, mood, or voice is changed when synonyms are substituted for selected words in a poem or passage from a novel)

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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 variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., explain the function of setting in a short story, novel, or play; comment on how two text forms, such as a poster and a poem, approach similar themes; explain how the slogans in an advertisement address a targeted audience; study the lyrics of didactic folk songs and discuss their intended lessons)

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2.2 Characteristics of Text Forms: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., repetition, alliteration, and metaphors in a poem illuminate the theme; headlines, images, and captions in a newspaper provide important information that supplements or reinforces the articles; advertisements use logos and other images, font size, colour, and imperatives to try to influence the reader)

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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 steps they can take to improve their reading skills (e.g., identify which strategies they use regularly and which they seldom use, and assess the effectiveness of both before planning next steps; identify a reading situation in which a seldom-used strategy might help; plan to explore additional strategies)

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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 the educational background, skills, and work experience required for careers and occupations that they have read about on websites of French-speaking communities; evaluate information provided on a poster or brochure that promotes tourism in French-speaking countries; read texts by French-speaking African and Canadian authors and compare the characters' lives, influences, and motivations)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., read several texts by the same author and explain how the author's background influences his or her choice of words and expressions; compare the use of formal literary language in texts from different French-speaking regions; compare headlines and front pages of various French-language newspapers, highlighting vocabulary unique to each region; describe the influence of slang and jargon on written language)

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Grade 12 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 12, students will:

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

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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 the French texts they plan to create (e.g., to generate and support a thesis; to write their auto- biography, including past phases of their life and future plans; to introduce a text; to express an opinion about a contemporary social issue; to assume the role of a contemporary or historical person and write their autobiography; to summarize a book read in class; to blog about ideas and opinions about twenty-first-century learning skills; to describe the personality traits and interests of a fictional character on a fictional social network page; to compose a short story inspired by a work by an Aboriginal artist; to write a formal letter of application for a job at a local company or to a potential employer)

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a skit with dialogue; a monologue; a poem in a particular form – ballad, sonnet, etc. – expressing a view on a social issue of personal interest; a review, including quotes from viewers, that persuades others to see or avoid a current film; a report with data and evidence regarding people's perceptions of an environmental issue; a persuasive essay using metaphors to provide strong images; a plan for how to save and invest money)

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., replace a subject, direct object, indirect object, or preposition, and link ideas, using relative pronouns such as "qui", "que", "dont", "où"; use the appropriate sequence of present and past tenses in a narration or description of events; make comparisons using demonstrative pronouns such as "celui-ci", "celle-là"; express emotions or provide suggestions using the subjunctif présent; use indirect discourse to report the statements of others)

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2. The Writing Process

By the end of Grade 12, 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., participate in a small-group discussion to generate ideas for an opinion piece; formulate and respond to questions to make predictions regarding, speculate about, and ultimately deepen their understanding of a specific topic; cluster point-form notes to organize them into main ideas and supporting details; create an outline to organize arguments to support a thesis)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use feedback from peer editing to ensure that success criteria have been met and to improve their text; reread drafts, adding, deleting, and/or reorganizing information as necessary; use feedback from previous assignments to correct frequent errors and refine language use; use various editing tools to ensure the correctness of language in written work; consider whether someone from a different background will be able to understand their narrative, and adjust the text accordingly)

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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., focus on the conventions that make the work correct and neat; use pull quotes for emphasis; review organization and punctuation; apply a self-assessment method to check their work against the criteria for success; solicit feedback from a peer mentor)

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Grade 9-12 Core French - Ontario Curriculum Tracking Template

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., evaluate the effectiveness of large-group brainstorming in generating ideas before writing; reflect on the importance of success and task criteria and how they can be used to guide writing; write a cover letter to the teacher to accompany their work, explaining strategies they used when writing the text, identifying the problems they encountered and solved, and commenting on how well they think they achieved their purpose or targeted their audience)

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., create a story-board for a video highlighting housing and other structures, artifacts, and people from French-speaking regions; write a poem or speech on the struggles of various French-speaking minority groups; write a persuasive essay to dispel cultural and regional stereotypes about specific French-speaking communities; write a tribute to a person who has had a positive impact on his or her French-speaking culture)

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., create a chapter for a graphic novel using French slang; create original proverbs or expressions based on common French idiomatic expressions and phrases; use French proverbs as a prompt for writing; adapt language register to various contexts).

Grade 9-12 Core French - Ontario Curriculum Tracking Template

Grade 12 - CORE 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 range of listening comprehension strategies, and use them before, during, and after listening to understand explicit and implicit messages in oral French texts (e.g., identify changes in tone and rhythm that convey meaning; choose a graphic organizer that suits their own learning style and use it to help them formulate ideas and thoughts when listening; make notes on ideas and messages that are understood and those that may require further clarification)
- 1.2 Demonstrating Understanding: demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with contextual and visual support (e.g., identify familiar and unfamiliar words and phrases used commonly on a commercial sightseeing tour; extract the main message and supporting details from a podcast; predict future outcomes based on a news report about a current issue; analyse the participants' intent by listening to the way a group of adolescents express opinions during an interview; in a small group, generate headings to organize information after a listening activity; listen to a presentation on a postsecondary program and describe the jobs that are related to the field of study)

2. Listening to Interact

By the end of Grade 12, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., in a think-pair-share, discuss the main ideas presented in an audio clip; interpret verbal and non-verbal cues while listening; restate the main idea to confirm understanding; use body language, such as leaning forward, to encourage the speaker and signal interest)
- 2.2 Interacting: respond with understanding to what others say participating in interactions about a variety of topics, in formal and informal situations (e.g., extract the main ideas from a speaker's message and express their own ideas about them; ask questions to elicit additional information after an oral presentation about a First Nation community; express their personal point of view in response to comments by peers on a current issue; give feedback after listening to peers explain their plans for postsecondary studies and careers)
- 2.3 Metacognition:
 - (a) describe strategies they found helpful before, during, and after listening;
 - (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., assess personal time-management and self-motivation strategies; evaluate their ability to understand the point of view of others in a discussion; assess how their learning environment may affect their understanding; participate in a conference with classmates or the teacher to set goals and discuss possible strategies)

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., compare emotions, expressions, and music in songs from different French-speaking communities; explore cultures represented in different French-language films and compare them to their own culture; view fashion shows from different French-speaking regions and compare clothing styles and descriptions of them)
 - 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 ways in which humour is used to convey messages in media texts; listen to a radio call-in show and identify variations in language use by age of speaker and region; describe how language register differs in French-language commercials depending on the intended audience)

Grade 12 | SPEAKING

OVERALL EXPECTATIONS

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:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use language that all participants will understand; use relevant information from research to strengthen oral arguments; ask for help when seeking the right word; use familiar expressions to gain time to think of what to say; paraphrase to compensate for gaps in knowledge of vocabulary and language structures; use changes in pitch, tone, and volume to maintain the interest of listeners; use precise words and expressions to communicate a clear message)

1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate (e.g., use persuasive language and rhetorical questions during discussions, such as “Faut-il vraiment que...?”, “Est-il normal que...?”, “Pouvons-nous tolérer que...?”; prepare and present a public service announcement to raise awareness of a special event; report on a social or environmental issue using the vocabulary and delivery of a television journalist; lead a panel discussion on the influence of media on consumer spending)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., entertain the class with a joke or tongue twister; enunciate for emphasis during the recitation of a memorized poem or song)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use inverted word order [inversion] to ask for information or to pose a question in a conversation; express an opinion or an emotion using an expression followed by the subjunctif présent; use verb tenses correctly in a dialogue or oral presentation)

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., recognize and adhere to time limits and other constraints; agree and disagree politely using expressions such as “Que penses-tu de...?”, “Quel est ton avis?”, “Quel est ton opinion sur...?”, “C’est le tour de...”, “Je voudrais bien ajouter/clarifier/ modifier...”; use fillers such as “et alors?”, “donc”, “puis”, and conversation maintenance cues such as “bien sûr”, “oui, toujours”, “je suis d’accord” to participate, show encouragement, and encourage others to speak; identify and correct slips and errors that may cause misunderstandings; build on replies to develop a conversation)

2.2 Interacting: exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with teacher modelling as appropriate (e.g., discuss current global issues such as the environment, bioethics, and politics, responding to questions from the teacher and peers; discuss with a partner an obstacle they had to overcome and reflect on the strategies used; discuss with a small group the moral and ethical use of media such as the Internet; respond to a speaker’s opinion)

2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in their oral presentation and describe what they would do differently next time)

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., compare gender roles, occupations, salaries, family structures, significant days, and naming customs among linguistic or cultural groups in various French-speaking communities; role-play a cooking show in which students discuss and demonstrate cuisines from various French-speaking regions, and compare them to their own; develop a presentation exploring the origins and accuracy of stereotypes about various French-speaking communities)

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., differentiate speech according to different social contexts; research and account for the variable presence or absence of “ne” in verbal negation; incorporate into a group presentation words and expressions unique to various French-speaking communities worldwide, encountered while reading, viewing, and social networking)

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;

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: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts (e.g., paraphrase ideas to clarify understanding; read ahead in a passage to deduce the meaning of an unfamiliar word or phrase; construct a thematic word list as they read to use when analysing the main themes of a text; identify key ideas and supporting details; infer a main character’s motivations based on clues found in the setting and in secondary characters’ words and actions; analyse themes in discussion with peers; participate in reciprocal teaching with peers to summarize, clarify, question, and make predictions)

1.2 Reading for Meaning: demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., with a partner, role-play an interview with a character from a text studied; summarize and compare information on a specific issue from newspapers or multimedia texts; share personal opinions in their critique of a text; give a book talk based on an independent reading text; discuss conflict between characters in a novel, short story, or graphic novel; recommend a movie to classmates based on the content of online reviews)

1.3 Reading with Fluency: read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., take turns reading excerpts from a play, varying rate, tone, and expression to suit the characters; vary tone and intonation when reading arguments supporting one side of a question under debate)

Grade 9-12 Core French - Ontario Curriculum Tracking Template

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (e.g., use contextual clues and word families to decipher unfamiliar vocabulary; read literary texts to expand their vocabulary; consult online dictionaries or blogs to research and broaden technological vocabulary; while reading, note the different meanings of a word and seek to apply the word correctly in various situations; note unfamiliar words or expressions that are used repeatedly in a text, and use context to glean their meaning)

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2. Purpose, Form, and Style

By the end of Grade 12, students will:

2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., analyse the impact of the use of the first person in an autobiography or journal; identify the biases and missing points of view in an opinion piece; discuss the role of visuals in a print advertisement; explain how suspense is created in an adventure, mystery, or science fiction novel)

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2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., idiomatic expressions or clichés in advertisements appeal to particular age groups; future tenses and vague statements in horoscopes help them appeal to a broad readership; alliteration, personification, and metaphors in reviews of books, songs, or movies are used to engage readers and influence their opinions)

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2.3 Metacognition:

(a) describe strategies they found helpful before, during, and after reading to understand texts;

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., clarify reading goals, such as reading for general or detailed comprehension, critical reading, and reading for insight or enjoyment)

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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., research online to compare approaches to the inclusion of the arts in the educational systems of various French-speaking countries and in Ontario; read texts by French-speaking African and Canadian authors and compare the characters' lives, influences, and motivations; read tourism brochures and/or information from websites to plan a trip to a French-speaking region abroad)

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3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., identify proverbs from various regions and analyse their use in selected texts; compare two print advertisements from different countries for the same product, and identify similarities and differences in language; read more than one text by the same author and explain how the author's background influences his or her choice of words and expressions; describe the influence of slang and jargon on written language)

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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;

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.

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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 the French texts they plan to create (e.g., to educate people in the community on biodiversity, climate change, or the waste of natural resources; to discuss their values, principles, and role models in a blog; to express ideas and opinions in a school/community newspaper about a story read, heard, or discussed in class; to write a formal letter to request information; to persuade their teacher to help the class raise funds for a good cause)

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1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a blog post on a social issue of personal interest; a reflection note in response to a song; a review including quotes from viewers that persuades others to see or avoid a current film; an email to respond to a request; an article to convince the librarian that French books on a variety of topics, such as nutrition and health, should be added to the school library; a letter to their bank requesting information)

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1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write a set of instructions using the infinitif; write predictions using future tenses and conditional clauses; describe an action that is related to and simultaneous with the action of the main verb using the gérondif; use the appropriate sequence of present and past tenses in a narration or description of events; make comparisons using possessive pronouns)

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2. The Writing Process

By the end of Grade 12, 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., brainstorm to plan writing topics; use a graphic organizer to assist them in developing and elaborating on ideas; use a problem/solution organizational pattern to write about an issue)

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2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., discuss their draft with the teacher and use feedback to eliminate unnecessary ideas and elaborate on overly general points; refer to writing task criteria to guide them in clarifying and polishing their writing; use feedback from previous assignments to correct frequent errors and refine language use; use electronic editing tools to check language in written work; consider whether someone from a different background will be able to understand their narrative, and adjust the text accordingly)

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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., use various resources to check that they have used language appropriately; use pull quotes for emphasis; add a sidebar with definitions of unfamiliar terms to help clarify meaning)

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing;

(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., describe the effectiveness of large-group brainstorming in generating ideas before writing; reflect on the importance of success and task criteria and how they can be used to guide writing; reflect on their attitudes towards writing; plan to incorporate newly acquired vocabulary in future writing tasks; select a writing piece from their portfolio that they are particularly proud of and share it with others)

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3. Intercultural Understanding

By the end of Grade 12, students will:

Grade 9-12 Core French - Ontario Curriculum Tracking Template

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., create a storyboard for a video highlighting customs and traditions from French-speaking regions; write a television script on the struggles of various French-speaking minority groups; create an itinerary and budget plan for a road trip within a French-speaking country; write an email to request information about a cultural event to be held in a French-speaking 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 their written work (e.g., frame questions based on research into stereotypes about French-speaking regions; create a chapter for a graphic novel on food or eating habits in different communities)
