

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 9 French Immersion Academic - FIF1D

Grade 9 - French Immersion

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:

- 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 9, students will:

- Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., recall prior knowledge about the topic; before a listening task, preview a list of words to listen for; use the speaker's non-verbal cues, including body language, to help them interpret meaning; make connections to personal knowledge and experiences; record information on a note-taking template while listening to various texts on the same topic; after listening, rephrase main points to ensure that they have understood the meaning of a literary text)
- Demonstrating Understanding: demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (e.g., summarize information heard in a podcast on a social or an environmental issue; after listening to an interview with or a speech by a public figure such as a politician, a singer, a movie star, or an activist, summarize key points in a report; analyse the lyrics of a song they have heard about the Acadian deportation and explain ways in which the lyrics evoke an emotional reaction; take notes while listening to a history documentary to use in a class discussion of the events depicted; identify stylistic devices heard in a literary text and explain how they support the theme)

- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (e.g., compare a French novel under study to its film adaptation, and explain what is communicated more effectively and less effectively by the film; compare the ways in which an environmental issue is represented in various public service announcements; evaluate the techniques used in a documentary about a social issue to influence its target audience; analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit artist)

2. Listening to Interact

By the end of Grade 9, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., focus attention on the person speaking and ask questions to indicate involvement; acknowledge, ask questions about, and build on the ideas of others in a group discussion; when participating in a discussion, paraphrase the opinions of other participants to ensure they are understood; in interactions, restate key points to affirm understanding and show interest; apply previous knowledge when discussing a new topic with peers)
- Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., listen to a short narrative and discuss with peers what they think will happen next; share ideas in pairs or small groups about a French Canadian literary text studied in class; participate in a group discussion following an artistic presentation; view a television program featuring entrepreneurs and discuss with peers some ways in which needs and wants create opportunities for businesses; participate in an improvisational role play)

- Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan specific steps they can take to improve their listening skills (e.g., develop strategies for determining the overall meaning of a message even if there are many unfamiliar and new words in the message; consider feedback from peer or teacher conferences when determining next steps)

3. Intercultural Understanding

By the end of Grade 9, students will:

Metacognition

- Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., identify and interpret the message and emotion in songs from a variety of French-speaking European cultures; watch films and video clips depicting family customs, issues, and concerns in a range of French-speaking regions in Europe and draw comparisons with those in their own community; listen to a clip from a documentary about the French Revolution and determine whose voices are represented as well as whose voices are missing)

- Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify and explain differences between familiar, colloquial, and formal language; identify some common idioms ["Coûter les yeux de la tête" – to be expensive, "Ce n'est pas la mer à boire" – it's not difficult]; compare animal idioms in French to those in English, including some that are similar ["être doux comme un agneau" – to be as gentle as a lamb, "être fort comme un taureau" – to be as strong as a bull, "être têtu comme une mule" – to be stubborn as a donkey] and some that are different ["avoir un chat dans la gorge" – to have a frog in one's throat]; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including "le camping", "le hamburger", and "le marketing")

Grade 9 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 9, 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;

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- 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.

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SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 9, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., vary their pace and tone to maintain the listener's interest; support their message by referring to pictures and objects around the room; integrate respectful vocabulary and expressions of courtesy; enunciate clearly; use non-verbal cues to highlight the feelings they are expressing; use tone of voice to reinforce a stated opinion)

1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., dramatize or parody a scene from a movie to entertain a younger audience; present a monologue or an impromptu speech on budgeting and saving money; describe an issue relating to the literature being studied; present and describe to peers an object of personal cultural significance; explain the use of familiar children's songs in advertisements for games and toys; describe a memorable experience in the natural world, such as a hike through the forest)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., deliver an oral presentation at a smooth pace with appropriate phrasing and emphasis; make themselves clearly understood in exchanges with a partner; without long pauses, communicate the theme of a film; recognize and correct anglicisms as they speak; use appropriate words to link ideas and sentences smoothly; use a variety of sentence structures to create a smooth flow; leave a clear, lengthy message on an answering machine with minimal hesitation)

1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., record an audio or video text recounting the plot of a story or play read in class; develop a television, radio, or Internet commercial for a product or service that a young entrepreneur is offering; recreate and reinterpret a television news report from a point of view overlooked in the original; collaborate to create an interactive multimedia presentation that includes a mock interview with a member of the audience at a concert)

1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use the comparative and superlative forms of adjectives and adverbs when comparing items to buy; use appropriate pronouns to avoid repeating nouns; use literary language in an oral analysis of a poem during a small-group discussion)

2. Speaking to Interact

By the end of Grade 9, students will:

2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., respond respectfully and ask relevant questions to demonstrate engagement; paraphrase, clarify, ask questions about, or otherwise respond to ideas shared in a group discussion; use culturally appropriate body language and eye contact during a group discussion)

2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., in small groups, discuss solutions to international problems, such as those related to public health, natural disasters, or the environment; improvise dialogues using a question-and-answer format and requiring a tactful, formal tone, such as between a client and a sales clerk, a traveller and a bus driver, or a banker and someone seeking information about saving; with a partner, role-play a telephone conversation in which they request an appointment; discuss whether morals and lessons expressed in children's poems, fables, and/or literary texts from the past still apply today; converse with peers about obstacles they had to overcome and the strategies used to do so; with a partner, role-play an interview with an author, a film director, or a fictional character; share reactions with a group following an artistic presentation; discuss different interpretations of a French-language literary text from Canada)

2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan specific steps they can take to improve their speaking skills (e.g., discuss with peers or the teacher the use and value of paraphrasing as a speaking strategy; in a journal, record and reflect on strategies that have improved their speaking skills; incorporate feedback from a partner or teacher when planning next steps)

3. Intercultural Understanding

By the end of Grade 9, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., in pairs, research the history and geography of a French-speaking country such as Monaco, Switzerland, or Belgium, and present their findings orally; deliver an oral presentation about cultural events in diverse French-speaking communities in Europe and their importance to local communities; in groups, compare and contrast the everyday life of a French-speaking European adolescent with their own)

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, idioms, and gestures appropriate to the situation; plan a meal and describe the food, circumstances, place, and participants to the class using gastronomic vocabulary from different French-speaking regions; describe local festivals using regional vocabulary found in the headlines and advertisements of online newspapers)

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:

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1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., brainstorm related ideas and themes before reading; use the title and visuals of a book cover to make predictions about the text; use think-aloud strategies while reading, such as asking questions, making quick comments or personal connections, or noting interesting phrases; while reading, make notes about the theme, main characters, setting, and events, and then, after reading, organize the notes to show how these elements are developed throughout the story)

1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., identify the author's intent or point of view in literary novels and poetry; read informational texts to confirm or negate a hypothesis; use a bus or train schedule to plan a journey; extract information relevant to a particular issue from an online biography; consult a variety of texts when conducting research on Aboriginal perspectives on sustainable uses of ecosystems, and write a report for science class to communicate their findings; read and extract information from the Statistique Canada website for a provincial cultural profile)

1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a text on a current event to peers without hesitation and with pauses at logical breaks; read a scene from a French Canadian play aloud, adjusting rate, tone, and expression to highlight a character's feelings; use tone and intonation for emphasis in presenting arguments supporting or refuting a theory; read aloud a fable or poem, pausing as indicated by the punctuation and/or line breaks to help communicate the intended meaning)

1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., explore a new word's etymology and related words to decode its meaning; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; maintain personal lists of useful words and phrases encountered in literary contexts)

1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., share their views on a comic strip advertising a product; determine how graphics in a media text support the message; discuss the effectiveness of advertisements incorporated into online informational texts; compare the depictions of an issue in a young adult novel and in a newspaper or magazine article; explore how text and images work together in brochures and pamphlets about an environmental issue)

2. Purpose, Form, and Style

By the end of Grade 9, students will:

2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., titles, charts, subheadings, and layout help organize information in a non-fiction text; impersonal language distinguishes the factual, objective orientation of a news item from the personal, persuasive tone of an opinion piece; graphics and text work together to convey the narrative in a comic strip)

2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., the layout of a concrete poem can change or add to the meaning conveyed by the words alone; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; incongruous words and phrases may be used to create a humorous effect in a short story; stylistic devices such as alliteration contribute to the meaning in poetry)

2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan specific steps they can take to improve their reading skills (e.g., in a reading log, reflect on the helpfulness of previewing vocabulary prior to reading and adding to a personal word bank while reading; describe the strategies they used while reading to record main ideas/themes and determine the meanings of unfamiliar words; rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices)

3. Intercultural Understanding

By the end of Grade 9, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., compare traditional and modern myths and legends from a variety of French-speaking European communities and discuss how they convey the values, traditions, and/or customs of those cultures; read a tourism brochure or website on a French-speaking European country and its various communities, and identify the differences from Ontario; compare the importance of various sports in different French-speaking European communities, based on newspaper coverage)

3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify regional vocabulary in online advertisements and newspapers; compare vocabulary in menus from two French-speaking communities; rewrite colloquial text messages in standard language; compare the level of language formality in invitations from their best friend and from the school principal)

Grade 9 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

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

2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;

3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 9, students will:

1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to persuade the community to take action on an issue; to introduce a significant Canadian personality to newcomers to Canada in an article for the school newsletter; to share a significant personal moment with the class; to illustrate an opinion on a social issue in a comic strip for youth; to write an expository essay for peers, explaining a character's development in a literary novel or short story; to dramatize two sides of an issue in a dialogue to be acted out in class; to write a proposal to convince a finance committee that funds should be granted for a summer work project)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a new scene or ending for a literary play or short story read in class, drawing on the key themes of the original; an updated myth or fairy tale using a variety of literary devices; a pamphlet inviting other secondary school students to a special event at their school, using concrete words to depict the event vividly and precisely; an advice column about resolving a personal or social conflict, playing on words to add extra meaning; a "how-to" manual or poster about a personal hobby or interest; a series of paragraphs for an opinion piece; a letter to an editor of a newspaper or to a politician outlining the argument for action on a current issue)

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1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write a storyboard for a video depicting daily routines, describing an event, or reflecting on a significant development in their life; write jacket copy for a novel or play read in class, reflecting the themes; write a script for a public service announcement to inform teenagers about a social or health issue; create a multimedia presentation to convey the results of their research about the contributions of important figures in First Nations, Métis, or Inuit history; write an objective news article summarizing the causes and potential consequences of a current social, economic, or environmental issue)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write complete and correct simple, compound, complex, and compound-complex sentences using conjunctions; consistently make nouns and adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses; use pronouns to make sentences less cumbersome and repetitive)

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 free writing to develop or focus a topic; draw or sketch to formulate thoughts; use different types of questions to deepen their understanding of a topic; create a glossary reflecting prior knowledge of terminology related to their topic; summarize and paraphrase information and ideas in point-form notes; use note cards to organize the main ideas and supporting details; explore ideas in peer conferences before starting research; use online and print resources to research a topic)

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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., determine and sequence the steps necessary to create a first draft; consider feedback from peers to help improve coherence and clarity; refer to a checklist when editing to ensure that they review the key components of a writing task; reread early drafts to ensure logical organization and adequate development of information and ideas)

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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., adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions)

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan specific steps they can take to improve their writing skills (e.g., reflect on and select the pre writing strategies that are best suited to the task; reflect on the steps they used to accomplish their writing goal, and determine if any need to be revised or sequenced differently; use exit passes to reflect on the work just completed)

3. Intercultural Understanding

By the end of Grade 9, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create a print advertising campaign to increase health awareness in a French-speaking European community; write a short story that involves a significant current issue in a French-speaking European community; write a newspaper article explaining how a French-speaking European community is handling an issue also facing Canadian society; develop two menus that reflect what they themselves and a teenager from a specific French-speaking European community might choose to eat)

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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 their written work (e.g., incorporate common idiomatic expressions into a dialogue or song; use French abbreviations in a text message; use correct conventions when referring to buildings, streets, and other locations)

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Grade 9 - French Immersion

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:

- 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 9, students will:

- Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand short oral French texts (e.g., before listening, share prior knowledge about the topic with the teacher and classmates; determine the purpose for listening before starting a task; interpret non-verbal signals, including body language; record ideas while listening and organize them after listening, using a graphic organizer developed with peers; after listening, ask relevant questions to clarify meaning)
- Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of short oral French texts about every-day matters and familiar topics, with contextual and visual support (e.g., identify the different points of view heard in a discussion of a social or global issue; create a magazine advertisement based on a radio or television commercial; recount the essential details of a voicemail message; support their opinions about teenagers' eating habits by using details extracted from an oral text; follow oral instructions; listen to a description of a situation and make predictions about its outcome)

- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about everyday matters and familiar topics (e.g., identify the target audience of a movie based on its trailer; select effective radio advertisements and explain their features; identify the points of view presented in a television newscast and evaluate it for bias; evaluate the effectiveness of a public service announcement about an environmental issue; compare the information on a current issue from two media sources to determine the perspectives conveyed by each; analyse the language and tone of a public service announcement about smoking and suggest how these elements might influence an audience; explain how the music and words in a technology advertisement influence teenagers to buy the product)

2. Listening to Interact

By the end of Grade 9, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in guided and structured social interactions and interactions about everyday matters (e.g., paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; express interest in another student's presentation by commenting and asking relevant questions; take turns speaking and avoid interrupting others during informal discussion or debate; be alert to non-verbal cues in a discussion with peers)
- Interacting: respond with understanding to what others say while participating in guided and structured interactions about familiar and new topics and everyday matters, in formal and informal situations (e.g., listen to the description of a series of actions and, with a partner, deduce what likely preceded them; in a small group, listen to a national weather report and compare weather conditions across the country; discuss with peers obstacles that they have overcome and ask relevant questions to demonstrate understanding; participate in guided role play of a type of interaction that takes place outside school; share skills and knowledge with each other through peer mentoring; listen to a new rap CD and discuss how different groups might respond to it)
- 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 monitor their own listening skills; outline the learning strategies they used before, during, and after a listening task involving a recorded text; maintain a "listening diary" of helpful feedback received in peer or teacher conferences)

3. Intercultural Understanding

By the end of Grade 9, students will:

Metacognition

- Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to various European students discuss an average day in their lives, and compare it with their own day; listen to peer presentations about traditions and customs in a variety of French-speaking communities in Europe to identify the similarities and differences with their own community; listen to songs from two French-speaking countries in Europe and identify the message and emotions expressed in the lyrics)
- Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., explain the messages conveyed through the language used to depict gender roles in popular music; explain the use of some common French expressions, such as "Bon appétit", "Ça vaut la peine/le coup", "Tant mieux", "Jamais de la vie"; compare the wording of proverbs with similar meanings in French and English, such as "Petit à petit, l'oiseau fait son nid" – Every little bit helps, "Vouloir, c'est pouvoir" – Where there's a will, there's a way, "Pas de nouvelles, bonnes nouvelles" – No news is good news, "Qui ne risque rien, n'a rien" – Nothing ventured, nothing gained; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including "le shopping", "le parking", and "le business")

Grade 9 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 9, students will:

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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:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., present their topic clearly and logically; organize a presentation with an introduction, middle, and conclusion; use tone of voice, body language, and facial expressions for emphasis; make effective eye contact with the audience)

1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (e.g., give a detailed account of a meaningful experience; speak about their school involvement, future plans, and interests outside of school; present and describe to peers an object of personal cultural significance; describe a memorable experience in the natural world, such as a fishing or camping trip)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (e.g., deliver a prepared oral presentation on a familiar topic, such as family rules and routines, at a smooth pace with appropriate phrasing and emphasis; use pauses appropriately to accentuate the benefits of getting involved in extracurricular activities; pronounce new words correctly when discussing a news article about the impact of climate change on the environment; recite a rehearsed poem, speech, or mini-talk with expression and varying the speed of their delivery; use contractions, elisions, and liaisons appropriately)

1.4 Creating Media Texts: create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., use role play or drama in a video to compare two different perspectives on a current issue; record a public service announcement about environmental choices; create a radio or television commercial for a product or service; deliver a multimedia presentation about the role of music and dance in contemporary First Nations, Métis, or Inuit communities)

1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; express feelings, desires, or suggestions in a conversation using the conditionnel)

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 guided and structured situations (e.g., ask questions to stimulate discussion or for clarification; during small-group activities, use expressions of politeness when contributing ideas, encouraging others to participate, expressing agreement and disagreement, and seeking clarification; maintain and refer to a personal lexicon of common expressions and phrases that can be helpful in a variety of exchanges)

2.2 Interacting: engage in guided and structured spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (e.g., with a partner, discuss characteristics of successful people and then survey classmates on their criteria for success; role-play a situation where negotiation is required; converse with peers about personal interests; in small groups, discuss a local environmental or financial issue affecting the community and propose some solutions; role-play a telephone conversation in which they give a peer clear directions to a place he or she has never been)

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; in order to increase confidence and sustain motivation, set small, attainable goals to improve oral communication; explain during a student-teacher conference how they monitor their speaking skills; plan to participate in the school French club)

3. Intercultural Understanding

By the end of Grade 9, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., research and speak about French cuisine in different countries in Europe, such as fondue in Switzerland; in small groups, discuss differences and similarities in fashion and/or art between French-speaking European communities and their own community; deliver an oral presentation about a French-speaking European community, using visual aids such as a slideshow, a poster, a travel brochure, film clips, or a commercial)

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., apply vocabulary from two French-speaking areas or cultures in a debate about a significant issue; use proverbs to make relevant contributions to a discussion)

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;

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 9 French Immersion Applied - FIF1P

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 9, students will:

1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand short French texts (e.g., use prior knowledge and experiences to make connections to the topic or theme of the text; scan the illustrations and diagrams in a text to support their understanding of it; visualize concepts while reading, and share and compare mental images with a partner afterwards; use punctuation to help them identify main clauses and subordinate clauses in longer sentences)

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1.2 Reading for Meaning: demonstrate an understanding of a variety of short fictional, informational, and graphic French texts, including texts used in real-life situations (e.g., discuss the portrayal of adolescent issues in stories or novels from different cultures; describe an environmental issue featured in an advertisement or on a website; describe how to assemble a small piece of furniture after reading its instruction manual; describe items of interest in a catalogue; explain the pictorial signs in a recycling guide; read a cell-phone bill and discuss how to avoid extra charges; read a subway or bus map to help plan and budget for a field trip for the class; research information from different sources about the celebration of National Aboriginal Day in Ontario and present their findings to the class)

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1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., use punctuation to guide their reading of a complex sentence in order to help them accurately convey its message to the listener; read aloud, adjusting rate and tone for expressive effect to hold the audience's attention; read in a role with suitable emphasis and phrasing to dramatize a text for an audience; record a variety of texts from diverse cultures, reading with clarity and articulation)

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1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use understanding of word order and parts of speech to help them infer the meaning of a new word; identify words borrowed from other languages; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words)

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1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of ideas and information in a variety of French media texts, and express personal thoughts, feelings, and opinions about the texts (e.g., discuss how the text and images in a travel brochure or magazine advertisement appeal to a particular demographic; describe portrayals of adults and teens in advertisements for different products; discuss how effectively the words and images on a cereal box appeal to the intended consumer; explain how the content, graphics, design, and layout of a popular teen magazine contribute to its appeal; discuss what the text and images communicate in pictorial directories and/or on maps)

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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 in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., a newspaper article communicates essential information by addressing the five Ws; pictures, graphs, and text on plaques in conservation authority sites explain the local ecosystems; speech bubbles and captions convey the dialogue and setting in graphic novels and comic books)

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2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., section titles and headlines in a newspaper help readers locate global, national, and local news as well as stories on specific topics; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; a play on words in a song lyric adds an extra level)

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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., describe an appropriate way to prepare to read an informational text; determine whether skimming or scanning is more useful when reading graphic text; select one strategy that they found helpful when reading challenging texts and describe how they used it; list the clues, words, and features that helped them to understand the text and to identify its main ideas)

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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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read a tourism brochure or website on a French-speaking European country and its various communities, and identify differences from Ontario; investigate, using online sources such as UNESCO's French-language website, some ways in which French-speaking European communities are working to preserve biodiversity; compare summer holiday routines of adolescents in a French-speaking country and in Ontario on the basis of their diaries or blogs)

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3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify regional vocabulary in online advertisements and newspapers; read song lyrics by French-speaking artists to identify expressions specific to different regions; identify local colloquialisms found in a blog; identify whether closings for letters and electronic messages are formal, friendly, or intimate)

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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;

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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;

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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

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 9 French Immersion Applied - FIF1P

By the end of Grade 9, students will:

- 1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to demonstrate conflict between a superhero and villain in a dialogue to be presented to the class; to promote awareness of a community environmental issue on the cover of a class magazine; to create helpful and clearly written clues that enable classmates to guess persons, places, or things; to express their opinion on a social issue; to invite people to a community event such as a First Nations, Métis, or Inuit celebration; to promote the value of learning French in a brochure for adolescents; to describe personal dreams and aspirations in a journal entry; to accurately and objectively report an event for the school yearbook)
- 1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of the fundamental structural and stylistic elements of each form (e.g., instructions for a game for younger students; a humorous review of a music video; an adaptation of a poem or song to express a different perspective from that of the original; a list of strong, logical points that express their viewpoint on safety in schools in preparation for a debate; a budget based on their identified financial goals; a text message to a friend about making plans for the weekend or a tweet giving their response to a movie)
- 1.3 Creating Media Texts: create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia storyboard that includes descriptions, reflections, photographs, and music related to a twelve-hour period of their life; write a script for a public service announcement to inform teenagers about a social or health issue or a financial matter; create a brochure for French-speaking tourists about a Canadian national park; write text for a video to persuade peers to participate in a favourite sport or club)
- 1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write complete and correct simple, compound, and complex sentences using conjunctions; use final punctuation appropriate to the sentence type; consistently make nouns and adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses)

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 free writing to generate ideas for writing; record ideas in a writer's journal or jot journal; create a "grocery list" of topics for writing and discuss them in small groups; create a glossary of essential vocabulary for their chosen topic; create a storyboard illustrating the plot of a story to help them generate written dialogue and narration; summarize and paraphrase information and ideas in point-form notes)
- 2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., check word choice by referring to online or print dictionaries, including a dictionary of synonyms, antonyms, and homonyms; use new words in their writing that they have encountered through reading; review their draft with the teacher or peers and use their feedback when correcting word choice, punctuation, and language conventions; reread early drafts to ensure logical organization with adequate development of information and ideas)
- 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., refer to a checklist based on success criteria to guide their revisions to grammar, spelling, syntax, and punctuation; adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions)
- 2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., explain how following a model can assist in creating a more effective piece of writing; assess their text using success criteria to determine what they did effectively and what could be improved; after a writing activity, complete a self-assessment of their use of a particular text form and plan next steps to improve the effectiveness with which they use that form; consider feedback from the teacher and peers when planning next steps)

3. Intercultural Understanding

By the end of Grade 9, students will:

- 3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., describe, illustrate, and explain the significance of cultural artifacts from a French-speaking European community; write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking European community; write a letter or email to a teenager in a French-speaking European community asking questions to determine how his or her life is similar to and different from their own)
- 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; email a parent, friend, teacher, or job interviewer, adjusting the level of language formality accordingly; create a brochure with pictures to explain greeting expressions to younger students; use onomatopoeia and regional expressions in a comic strip or abbreviations in a text message)

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 10 French Immersion Academic - FIF2D

Grade 10 - French Immersion

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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 10, students will:

- Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., set goals and prepare a note-taking template before a listening task; make predictions that anticipate information to be heard; use an organizer to keep track of the main points during a presentation; use context and previous knowledge to help figure out unfamiliar words; make inferences based on specific information or ideas, key words, or linking words; visualize a scene in a literary text to aid in understanding relationships among characters; check comprehension after listening by reviewing notes with a peer)
- Demonstrating Understanding: demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts and long texts, with support as appropriate (e.g., note information heard in a presentation about summer jobs or future occupations, such as required knowledge, education, and skills; summarize the content of a scene from a French play after hearing it read aloud; comment on and ask relevant questions after a classmate's oral presentation about a novel or play being studied; explain the main ideas and supporting details of a story heard in a live or recorded presentation; listen to various media texts to identify contributions that various ethnic groups have made to Canada, and compare these with their own culture's contribution; analyse the use of figurative language to establish tone and mood in an audiobook excerpt)
- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (e.g., detect bias in a news report about a current social issue; identify different perspectives in a podcast about diversity and explain whether hearing multiple opinions enhances their understanding of the issue; hypothesize reasons for the possible disconnect between the images and the oral message in a music video; analyse how the language in a radio advertisement aims to influence the audience; identify examples of nationalism in a historical vignette)

2. Listening to Interact

By the end of Grade 10, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; ask questions to demonstrate engagement during a conversation; take turns speaking and avoid interrupting others during informal discussion or debate)
- Interacting: respond with understanding to what others say while participating in sustained interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., respond to a speaker's opinion; present a rebuttal in an informal debate; acknowledge other points of view during a peer sharing session at the end of a lesson; listen to a peer share an experience of alienation and relate the feelings to an experience in their own life; contribute to a discussion or debate relating to the French literature being studied; pose questions after listening to a presentation at a co-op or job fair)
- Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., suggest what they can do differently in response to oral feedback from the teacher; evaluate their ability to anticipate what they will hear in various oral texts; list listening strategies in order of effectiveness; after a listening activity, evaluate the effectiveness of their listening strategies and decide which strategy will be most helpful in similar contexts in the future; discuss their challenges recalling information after listening and strategies to address those challenges)

3. Intercultural Understanding

By the end of Grade 10, students will:

Metacognition

- 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., view historical clips about the French Empire in Africa and Southeast Asia and discuss its enduring cultural influence; extract cultural information from various French African or Asian songs, such as views on a social issue; watch films or video clips depicting family life and concerns in a French-speaking region in Africa or Asia and draw comparisons with those in their own community)
- Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify and explain differences between familiar, colloquial, and formal language; note the vocabulary and register used by people of different age groups; listen to an interview and explain how the speakers use colloquial expressions to convey their meaning)

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;

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Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 10 French Immersion Academic - FIF2D

- 2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- 3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 10, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., select vocabulary that expresses their ideas clearly; use tone of voice to convey emotion, doubt, or certainty; gather information from a variety of sources before a presentation; vary their volume and rate of speech)

1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., retell a story or fable, paying particular attention to the sequence of events; explain how reading a humorous literary story improves their ability to tell amusing anecdotes of their own; deliver a monologue articulating the point of view of a stakeholder after an environmental disaster; deliver a persuasive presentation on an equity issue; outline plans for an outing to a French film festival; state their opinion on whether social media are creating the demise of privacy)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., use tone and inflection to express sarcasm, irony, respect, and emotions; recite a classic fable clearly, using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is not known or has been forgotten; entertain the class with a joke, humorous story, or tongue twister)

1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a podcast analysing the explicit and implicit messages of an advertisement; create a public service message to promote inter-cultural appreciation; in small groups, create a media clip about climate change for their science class; record an opinion video commenting on a current local issue; in a group, create three radio news reports with different approaches to the same subject; create a multimedia advertising campaign that promotes hiring students for summer jobs)

1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use correct tense sequences when formulating a hypothesis about what might have prevented a particular social or environmental problem; use a variety of transitional words and pronouns to link sentences when describing an experience or expressing an opinion; prepare a group presentation of a short play for a school-wide literary festival using vocabulary and verb tenses correctly)

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., prepare for and think positively about an upcoming conversation on a particular topic; use appropriate tone and expression in a discussion with peers; listen actively and remain on topic when asking or answering questions during an interview; interact appropriately with peers when participating in group work; adjust their vocabulary or the speed at which they are speaking in response to non-verbal cues from their partner)

2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., in small groups, converse spontaneously about everyday life; engage in a round-table discussion exploring such topics as hobbies, current events, potential career paths, hopes, goals, and ambitions; discuss a literary writer's choice of words and use of verb tenses to convey a message or mood; with a partner, rehearse and role-play a job interview in which the applicant highlights his or her personal strengths)

2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., describe strategies they have used or could use to develop their ability to respond spontaneously; review their communication portfolio to help them determine next steps; participate in a French social group in the school to practise speaking with peers and native speakers outside class)

3. Intercultural Understanding

By the end of Grade 10, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., describe cultural events in Tunisia, such as the Carthage Film Festival, and their importance to local communities; deliver a presentation on key factors that affect a particular French-speaking country in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; discuss with peers the similarities and differences between their own community and one presented in a film or video about a Guinean or Malian community; give a presentation on travelling to a country that protects the environment and respects local culture, such as Madagascar)

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 inclusive, bias-free language to show respect; use idiomatic expressions discovered while watching French commercials or reading on the Internet; accompany speech with appropriate non-verbal exclamations and gestures to help them convey an emotion or evoke a reaction; incorporate expressions from different regions in a dialogue)

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: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., in a think-aloud, predict content based on the text features, specialized vocabulary, illustrations, introductory information, and/or prior knowledge; determine the meaning of unfamiliar passages by examining illustrations and tables, rereading, using contextual clues, skipping ahead and returning, and pausing to ask questions; use diagrams or graphic organizers to illustrate connections between the topic and the main ideas and supporting details in the text; after reading, relate what they have learned to what they already knew about the topic, revising prior knowledge/understanding as necessary; ask themselves questions that require them to synthesize information from different segments of the text)
- 1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations (e.g., summarize the main events in a French European literary novel; research information about an important event or development in Franco-Ontarian history for the school newspaper; extract information from websites to support an opinion on an environmental issue; make text-to-text connections between informational and graphic texts on the same topic; plan and budget for an overseas trip using travel brochures)
- 1.3 Reading with Fluency: read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read unfamiliar words in literary texts smoothly; read along with a recorded audiobook, matching its pace; improve pacing and intonation in response to feedback from a partner while reading aloud; when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation)
- 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use new words in context through role play; take notes when reading to add new words to their personal vocabulary list; find a synonym for an unfamiliar word; identify and develop lists of cognates, homonyms, and synonyms)
- 1.5 Responding to and Evaluating Media Texts: explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., read the platforms of political parties and deduce their target audiences; analyse techniques used in advertisements for a variety of products and explain which are the most effective; explain how the presentation of information on a billboard enables passers-by to read and process the message quickly; assess the methods used in newspapers to emphasize the importance of stories; describe how the elements in a teen magazine article help to convey its message)

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 in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., a fable conveys a moral illustrated by a brief story; topic sentences, supporting details, and transitional words guide the reader through the argument in an opinion piece; the artist's name, the title of the artwork, and back-ground information on art museum panels help the viewer appreciate the piece of art; photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; in a play, dialogue in verse or prose develops character and furthers the action)
- 2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., similes, metaphors, and other stylistic devices reinforce the themes in a novel or short story; an explanatory title for a chapter in a literary novel serves as a preface to the chapter; images, symbols, and literary devices from Aboriginal myths and legends in the prose of a contemporary First Nation, Métis, or Inuit writer reinforce connections between the past and present; humour can be used to make a serious point in an essay)
- 2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., discuss with peers reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text; use graphic and semantic organizers to help monitor their comprehension and identify where they have difficulty)

3. Intercultural Understanding

By the end of Grade 10, students will:

- 3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., after investigating the issue online, explain in their own words an environmental issue in a French-speaking African or Asian country, such as poaching and loss of lowland gorilla habitat in Democratic Republic of the Congo; compare and contrast texts on the same topic from Franco-African and Franco-Asian communities; identify issues to be considered when planning a year of study in a French-speaking African or Asian community)
- 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., interpret idiomatic expressions and puns in headlines from international French-language newspapers; compare academic or educational terminology in two different French-speaking communities; comment on persuasive language used in advertising in different French-speaking countries)

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:

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 10 French Immersion Academic - FIF2D

1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to explore ways in which form can affect meaning by analysing, in an academic essay, how a literary story and a fable, poem, and/or song treat the same theme or issue; to express an opinion about respecting the religious beliefs of others, especially when they are different from one's own; to highlight local attractions in an informative letter to a potential exchange student; to report for the school's online newsletter on community fundraising for a good cause; to survey and report on community attitudes towards reducing waste and conserving natural resources; to blog persuasively on a controversial issue)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a supported opinion essay using a variety of literary devices such as metaphors, rhetorical questions, and contrast; a critical analysis of news reports on uranium mining in Canada, paying particular attention to word choice and sentence variety; a short story from the point of view of a young person growing up in Canada, with an emphasis on use of imagery; a vivid description of a natural disaster in a form that will raise awareness of the tragedy; a report on how effectively the Canadian Charter of Rights and Freedoms supports French-language rights; a journal entry on how ideas and images in various media affect their attitudes towards social and cultural norms, lifestyle, and gender roles)

1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a web page presenting a personal anthology of poetry and write introductory text for each poem; create a poster highlighting their reading recommendations for display in the school library; write a script for a commercial celebrating cultural diversity in Canada; write a news article examining how media coverage of major crises can influence the response of the international community; in a group, plan and write a brochure highlighting the responsibilities of a global citizen; write and record mock radio interviews about job programs for youth; write a television script about a celebrity or superhero)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use punctuation correctly; use verb tenses appropriate to the context; choose appropriate sensory adjectives and adverbs to modify nouns and verbs; use possessive and demonstrative pronouns to avoid repeating nouns)

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., explore ideas on the Internet before beginning a first draft; activate background knowledge through conferences with peers; organize ideas using idea webs or logs and/ or other graphic organizers; identify the appropriate text form for the purpose and audience; engage in free writing to generate ideas; create a glossary reflecting previous knowledge of terminology related to a topic; summarize and paraphrase information and ideas in point-form notes)

2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., determine and sequence the steps necessary to create a first draft; create an outline for a multi- paragraph text; refer to a teacher-prepared editing checklist when revising their draft; participate in a peer-editing conference; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary)

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., refer to guiding questions provided by the teacher when proofreading their writing; use elements of effective presentation in the finished product, such as graphics, different fonts, headings, and captions; reread the final draft to ensure appropriate use of form, style, and conventions)

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., describe the benefits of planning carefully for each part of the writing process; use a checklist to help them assess their strengths with respect to the writing process and reflect on areas for improvement; explain how a checklist developed with peers helps focus efforts; identify alternative writing strategies they might find useful in the future; record common errors and self-correction techniques in a personal reflection log)

3. Intercultural Understanding

By the end of Grade 10, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create an advertising campaign promoting a cultural celebration in Morocco or French Polynesia; analyse, on the basis of research, the historical reasons why many African and Asian countries use French; create a brochure on sports played in various French-speaking African countries and the ways in which they are connected to national identity)

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 conventions of different forms of business writing, record the sources, and compare the expressions in a summary chart; use conventional expressions of politeness in letters)

Grade 10 - French Immersion

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: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., before listening, identify the purpose of and set personal goals with respect to a listening task; anticipate what might be heard based on clues such as the title of a presentation or accompanying images; use graphic organizers to help them identify relationships between concepts in the information they have heard; note key ideas during and after listening to a text; use context and background knowledge to make inferences; practise active listening by paraphrasing, clarifying, asking questions, responding, and commenting after peer presentations)
- 1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about everyday matters and familiar topics, with contextual and visual support (e.g., listen to recorded job interviews and determine the most suitable candidate; match audio clips from films with their respective titles; extract detailed information from a radio or television advertisement; listen to a partial conversation and predict what will come next; dramatize the emotions of a character as a peer reads a scene from a play; follow oral directions to complete a technical procedure; use a graphic organizer to help them summarize the contents of a podcast; provide constructive feedback after peer presentations)
- 1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about everyday matters and familiar topics (e.g., analyse the implicit messages in a song in relation to the explicit ones; identify the elements of a media text that indicate its intended audience; determine whose voice is represented and whose voice is absent in a public service announcement; analyse the persuasive techniques, music, and sound effects in a television advertisement; compare the techniques used to entertain the audience in various online audio clips; view a documentary clip about the impact of climate change in a region outside Canada and compare it with the impact of climate change on a local ecosystem)

2. Listening to Interact

By the end of Grade 10, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and inter- actions about everyday matters (e.g., listen attentively to the ideas and opinions in a small- group discussion and make relevant contributions when it is their turn to speak; use culturally appropriate body language and eye contact when participating in a discussion; show interest in what is being said by commenting and asking questions)
- 2.2 Interacting: respond with understanding to what others say while participating in inter- actions about familiar and new topics and everyday matters, in formal and informal situations (e.g., agree or disagree with peers when discussing an issue; role-play a job interview taking place on the telephone; acknowledge other points of view when participating in a debate; respond to others' ideas when collaborating on a group project; share ideas to contribute to conversations)
- 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 ability to read cues about when to enter a conversation; explain how paraphrasing what they have heard improves their understanding and helps them consolidate information; review the strategies that help them to understand oral presentations, and identify which strategy works best)

3. Intercultural Understanding

By the end of Grade 10, students will:

- Metacognition
- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to various media clips describing family customs or teenagers' hopes and concerns in a French-speaking region of Africa or Asia, and make comparisons with their own lives; extract cultural information from various French African or Asian songs, such as customs and traditions; watch a report on cultural events in a French-speaking community in Africa or Asia and compare these with events in their own culture)
- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., recognize and understand politeness conventions and forms of impoliteness; identify expressions related to folk wisdom heard in a read-aloud; identify the language register used by the participants in a conversation; identify the relationship between the speakers in a series of short dialogues or podcasts)

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;

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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.

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SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 10, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., repeat or paraphrase ideas to assist peers' understanding; use voice and facial expressions to emphasize meaning; vary their choice of words; use images, illustrations, or other visual aids to support a presentation or description)

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1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (e.g., present a personal point of view on an environmental topic; make a morning announcement to promote a special event; deliver a persuasive presentation on an equity issue; deliver a speech with a message about the benefits of healthy living; present a comparison of the information or ideas in an oral text with those in another text on the same topic; present a character sketch based on a media text studied in class; create a presentation for peers on developing awareness of the advantages and disadvantages of shopping online)

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1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (e.g., speak in appropriate phrases when using familiar vocabulary and expressions; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite short pieces using pauses for dramatic emphasis) speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (e.g., speak in appropriate phrases when using familiar vocabulary and expressions; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite short pieces using pauses for dramatic emphasis)

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1.4 Creating Media Texts: create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create videos with narration and interviews that inform peers about potential educational and career paths; develop a multimedia campaign to promote learning a second language; produce a trailer for a documentary about the history and culture of First Nations, Métis, or Inuit peoples; in a small group, produce a song and a music video to raise money for an environmental cause; adapt and re-record a popular song to advertise video games or toys to children)

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1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., distinguish between the futur simple and the conditionnel présent when describing future career plans and goals or aspirations; use appropriate verb tenses when recounting events from everyday life in a conversation; speak about their interests and activities in school and outside of school using a variety of pronouns)

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, formal, and informal situations (e.g., remain focused on the topic during a discussion; interact respectfully with peers when engaged in group work; in a group, take turns guiding the conversation; use tone of voice to help persuade their audience)

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2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (e.g., in a round-table discussion, share perspectives on a current issue; compare hopes for future career paths with peers; improvise dialogues about travel-related situations such as encountering different customs, going to the airport, or being sick abroad; engage in a class discussion on First Nations, Métis, or Inuit identity, culture, or language; with a group, identify a solution to a problem in the community such as the disposal of electronic items; in a small group, discuss how volunteering, part-time employment, and participation in school activities can develop job skills, and make a presentation to the class; discuss, in small groups, the benefits of learning French and other languages that are used internationally)

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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., discuss strengths with peers and prioritize areas for improvement; identify the types of communication situations that allow them to interact more freely; determine how the mood of the person with whom they are speaking affects the way they respond; join a French conversation club to practise their spoken language)

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3. Intercultural Understanding

By the end of Grade 10, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., research and speak about French cuisine in Africa, such as couscous in Morocco or kedjenou in Côte d'Ivoire; discuss fashion and/or art from French-speaking African or Asian countries and make comparisons to their own community; present research about a French-speaking African musical artist, such as Youssou N'Dour of Senegal; deliver a presentation on some key factors that affect a French-speaking country such as Laos, Lebanon, Burkina Faso, or Mali, including climate, geography, and some significant historical events; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures; provide information on local customs and culture that would be needed for planning a camping trip to Laos or an Asian safari)

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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 appropriate vocabulary and register to introduce a speaker at parents' night; use interjections such as "euh", "ah", "ben" to show hesitation; use 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 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;

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Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 10 French Immersion Applied - FIF2P

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 10, students will:

- 1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., determine the purpose for reading before beginning; use a graphic organizer such as a timeline, story map, or thought web to help them identify and make connections between main ideas and important details; clarify confusing instructions by using a flow chart to outline the steps; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; identify words, phrases, sentences, and visuals that connect to their existing knowledge of oral and written language; create a concept map of the text using stick-on notes for the main ideas, ensuring that all the notes relate clearly to the topic and that they cover all the key ideas; use a graphic organizer to link prior knowledge with new concepts in order to consolidate their understanding of the concepts)
- 1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., discuss what the actions of a character in a story reveal about his or her attitude; describe how to maintain a bicycle after reading an instruction manual, or how to wash clothes after reading the care labels; explain, on the basis of research, the features that distinguish counterfeit and real banknotes; scan the headlines in an online newspaper to learn about First Nations, Métis, and Inuit events in their community; create a dinner menu with prices based on items in a supermarket or restaurant flyer; interpret survey results from several sources to draw conclusions about the impact of food scrap recycling programs)
- 1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation; take turns reading excerpts from a play, varying rate, tone, and expression to suit the characters; read aloud with suitable emphasis and phrasing to dramatize a text for an audience)
- 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., use words from their list of new vocabulary in a different context by integrating them into a rap song; use contextual clues to figure out the meaning of new words; create a word bank related to areas of interest; use knowledge of another language to infer the meaning of a new word)
- 1.5 Responding to and Evaluating Media Texts: explain ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., explain why the images, colours, and information on a magazine cover might appeal to a specific demographic; analyse video game reviews and determine their underlying intent; assess the credibility of different sources of information on the Internet; analyse a page on an environmental website about recycling cellphones; compare how print and online newspaper formats help readers find the stories they are interested in; explain how different virtual worlds can promote the teaching and learning of languages)

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 in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., television laid out to communicate information succinctly and efficiently; the “Frequently Asked Questions” [FAQ] section on a website highlights the information of greatest practical use to readers; an encyclopedia entry or magazine article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” about its subject; a key or legend explains the meaning of the symbols used on a map; withholding information adds suspense to a mystery or crime story)
- 2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., logo size, illustrations, font sizes, and colour attract attention to an advertisement and highlight its key message; maps supplement information in news reports about events in other parts of the world; the use of bold face or italics indicates emphasis; rhymes in a song or poem add interest and draw attention to particular words; hyperlinks and information buttons enable the user of a website to find further details)
- 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., identify their reading challenges and determine the best strategies to apply to address each challenge; identify a reading situation in which a seldom-used strategy might be helpful; discuss reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text)

3. Intercultural Understanding

By the end of Grade 10, students will:

- 3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., research the colours and symbols associated with a French-speaking community in Africa or Asia, such as the green in the flag of the Republic of Senegal or the letter Y in the flag of Republic of Vanuatu, and explain their significance; identify the African members of the Organisation internationale de la Francophonie [OIF] and describe some key aspects of their cultures; read job postings to identify other languages used in French-speaking communities in Africa and Asia; study two websites to compare the reviews of a specific vacation destination in French-speaking Africa or Asia; use a Venn diagram to help them compare and contrast traffic signs and symbols in two different French-speaking countries)
- 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., read online reviews to identify variations and nuances in expression of preferences; investigate proverbs from various regions and determine why they are often useful devices in a text; compare the level of formality in different thank-you notes)

Grade 10 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 10, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 10 French Immersion Applied - FIF2P

SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 10, students will:

1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to protest the treatment of animals by a particular group or company; to write a script for a fashion show that promotes environmental awareness; to respond in an advice column to a question about a body image issue; to compose a thematic menu for a restaurant; to respond to a specific job advertisement with a bilingual résumé; to explain how to give constructive feedback to peers; to adapt a recipe or another set of instructions for a different audience; to welcome a new Canadian in a letter describing daily life in the community)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a photo journal illustrating their life, with detailed captions describing each photograph; a creative slogan to encourage healthy eating; a newspaper editorial using vivid language to emphasize the negative effect of poor environmental habits, such as the failure to recycle; a comic strip about a personal interest, with varied word choice; a word collage conveying their emerging understanding of issues facing First Nations, Métis, or Inuit people; blog entries describing highlights of a cooperative education or summer job experience; a letter to the editor comparing and contrasting the concepts of a cultural mosaic and a cultural melting pot; a humorous dialogue between a francophone and an anglophone who are trying to communicate despite a limited knowledge of each other's language)

1.3 Creating Media Texts: create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write a script for a public service announcement about an issue related to health, poverty, diversity, bullying, or climate change; write a news report on a current issue relevant to students; write copy for a sports or fashion magazine cover to attract a teenage audience; write a marketing flyer for students looking for volunteer opportunities, co-op placements, or part-time work; write a newspaper column on the use of celebrities in advertising; produce a pamphlet on an innovative technology)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of punctuation appropriately; describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; use a variety of pronouns; construct positive and negative questions)

2. The Writing Process

By the end of Grade 10, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., generate ideas for an opinion piece and discuss them with peers; engage in free writing to generate ideas; sort ideas into categories for an informational paragraph; use a graphic organizer such as a plus-minus-interesting organizer or a T-chart to help them assess the relevance of ideas to the chosen topic; identify the appropriate text form for the purpose and audience; visualize the setting for a story they are writing and develop a list of words and phrases that will help the reader "see" it clearly; create a glossary of essential vocabulary for their chosen topic)

2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., refer to a teacher-prepared editing checklist when revising their drafts; consider feedback from peer and/or teacher conferences to help them improve precision when revising their draft; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary)

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., refer to a class-generated checklist to ensure that their work meets the established criteria; reread the final draft to ensure appropriate use of form, style, and conventions; tailor the presentation, such as font, layout, graphics, to suit the intended audience; use a word-processing program to produce their finished work)

2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log when they experienced writer's block, what they did to overcome it, and which strategies or methods were effective; review their past work for commonly used expressions and plan to vary their word choice; create and regularly update a personal lexicon)

3. Intercultural Understanding

By the end of Grade 10, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a journal entry on the differences a French-speaking adolescent from Côte d'Ivoire might encounter when immigrating to Canada; create a brochure on sports practised in various French-speaking African countries and ways in which they are connected to national identity; describe the origins of a tradition or pastime from Madagascar or New Caledonia; write a double-entry journal from the points of view of people from two French-speaking communities in Africa or Asia affected by the same social issue)

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 their language to a different audience or situation; write a formal email requesting an interview, using the appropriate conventions; write two dialogues on the same subject, one an informal conversation between friends and the other a formal conversation between a client and a customer service representative; write about professionals, using appropriate French abbreviations such as "Dr")

Grade 11 - French Immersion

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:

- 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 variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., before a listening task, prepare a template including headings for the subject, vocabulary, and key points to help them take informed notes; use knowledge of oral text forms to make predictions about the content to be heard; while listening, continually evaluate their understanding of the material and its main ideas; identify any information that is still unclear after listening; make connections to personal knowledge and experiences)
- Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including literary and other challenging texts (e.g., identify ways in which environmental changes can affect human and/or ecosystem health after viewing a documentary on the subject; dramatize a movie scene viewed in class; identify the evidence in an oral text that supports its central claim; listen to a dramatic scene in a play and choose music to accompany and add atmosphere to it; listen to media texts about different groups, such as special interest groups or ethnocultural groups, and identify some of their views about citizenship rights and responsibilities; after listening to a chapter from a French novel, discuss its images, stylistic elements, and vocabulary with a partner; evaluate the points heard in a political debate)
- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., comment on the purpose and effectiveness of flashbacks in a film adaptation of a French novel); interpret and explain the perspective expressed in a song; analyse the language in a news broadcast for words or phrases that over-generalize or contain stereotypes about race, gender, culture, or ability; determine the characteristics of an effective commercial by listening to a variety of commercials; explain how the audio elements enhance the message in a documentary on sustainable development; identify the social changes advocated by a public service announcement and analyse the arguments presented; in pairs, evaluate the appropriateness of content in a non-visual media conversation, such as a web conference or a radio interview; in a small group, compare two television advertisements for similar products, and determine what information is present and what is missing)

2. Listening to Interact

By the end of Grade 11, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., summarize an issue in a news report and ask peers their opinion on the issue; paraphrase ideas expressed by peers; express agreement or disagreement during discussions)
- Interacting: respond with understanding to what others say while participating in sustained interactions about a variety of topics, including literary and other challenging topics, in formal and informal situations (e.g., after hearing a news report, role-play in pairs a reporter interviewing a witness for additional details; listen to several travel presentations, network to exchange opinions, and make a reasoned argument to justify their choice of the best place to travel; interview a local politician about his or her environmental platform; improvise a dialogue between a client and a banker about investments; support and defend personal opinions in a class debate about the themes of literary works under study; contribute to a discussion about a poem read in class)
- Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., assess the strategies they use to monitor their understanding of a speech on a particular topic or an animated discussion between two of their peers; after a listening task, reflect on what they did and did not understand and how they could address areas in need of improvement; assess how well they use various interaction strategies when participating in debates; reflect on their progress in listening and discuss strengths and challenges with peers)

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 biography of a French-speaking playwright and explain how his or her work reflects his or her background and philosophy; using various oral texts as sources, compare various aspects of the colonial history of overseas collectivities of France, such as Saint Pierre and Miquelon, French Polynesia, and Saint Martin, with that of New France; explore cultures represented in different French-language films and compare them to their own culture; listen to a song that combines French and another language, such as songs by Nicolas Ciccone or Samian, and describe how this combination affects 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., identify and explain colloquial idioms or expressions from different French-speaking communities; identify ways in which humour is used to convey messages in media texts from different French-speaking regions; compare the formal and informal expressions heard in a conversation)

Grade 11 | SPEAKING

OVERALL EXPECTATIONS

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion University Prep - FIF3U

By the end of Grade 11, students will:

1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 11, students will:

- 1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., make reference to listeners' prior knowledge and experiences; use a structure and style of presentation suitable to the purpose, the subject matter, and the audience; use vocabulary specific to the topic and appropriate for the audience; use non-verbal cues to support the comprehension of listeners)
- 1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including literary and other challenging topics (e.g., rehearse and present a drama based on a novel read independently; make a clear and detailed presentation about French immersion to a group of students from a feeder school; explain and support their opinion on an issue; deliver a speech that includes metaphors and analogies to reinforce their ideas; present a slideshow to peers on the advantages and disadvantages of different types of credit to finance purchases)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics, including literary topics (e.g., use changes of pace and pauses for dramatic effect when reciting literary texts; vary volume appropriately for emphasis in a speech; use inflection and tone to help convey meaning when debating; adapt their voice to role-play different participants in a talk show; demonstrate self-confidence during an improvised presentation by using pauses for effect without concern that they might signal a loss for words; use a variety of expressions and linking terms to enhance the flow of their speech)
- 1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia presentation analysing violence in sports and including evidence that supports their position on the issue; in a small group, make a video for class viewing that summarizes a chapter of a novel or a scene from a play; create and participate in a public affairs show about socio-economic challenges facing First Nations, Métis, and/or Inuit people; create a video about an environmental issue, such as indoor or outdoor air quality)
- 1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., using the subjunctif or indicatif appropriately after certain expressions when stating opinions or ideas in a debate; use the active voice, passive voice, and pronominal voice as appropriate for the purpose and audience; incorporate the language of literary analysis into a seminar)

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., ask and answer questions for clarification, to elicit additional information, or to steer the discussion; adjust their speaking technique and their eye contact with others as appropriate for the conduct of a debate; encourage others in a small group to contribute)
- 2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a variety of topics, including literary and other challenging topics (e.g., lead a classroom debate on a current world issue or trend, such as one related to technology, fashion, or health, using specialized vocabulary; with a partner, role-play making and responding to a complaint at a store, post office, or public transportation office, using respectful and clear language and including spontaneous and appropriate answers to questions; discuss, in small groups, strategies to showcase the skills, knowledge, and abilities they have to offer a potential employer; contribute to a literature circle discussion; respond to questions from the audience after presenting a paper on a literary topic)
- 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively; (b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., during a student-teacher conference, identify the steps they take to monitor their speaking skills and plan for continued improvement; compare their learning development when presenting a scripted oral report and when engaging in spontaneous discussion; make revisions to the form and content of their speech using feedback from peers and the teacher; identify the most effective elements in a speaking task and explain what they would do differently next time)

3. Intercultural Understanding

By the end of Grade 11, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking countries 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., present an oral report giving clear and pertinent details about two cultural celebrations in French-speaking communities and highlighting the most significant aspect of each one; discuss differences and similarities between a French-speaking community in Canada and one elsewhere in the world; compare traditions from a French-speaking community to their own traditions; compare attitudes towards learning another language in different French-speaking regions)
- 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., demonstrate respect through appropriate vocabulary and expressions of courtesy; incorporate into a presentation regional words and expressions encountered on the Internet and/or while social networking; adapt their speech as appropriate for different social contexts; research and account for the variable presence or absence of "ne" in verbal negation)

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;

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Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion University Prep - FIF3U

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 11, students will:

- 1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., skim, scan, and sample to preview a text and make informed predictions before reading; make inferences by reading between the lines and connecting the clues in the text; deepen their understanding of important details in the text by relating them to prior knowledge and experiences; ask questions about a character's motivation or actions in a literary text; visualize the action in a scene)
- 1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including long, challenging texts and texts used in real-life situations (e.g., analyse the development of the main idea or theme in a literary work, such as a novel, play, or short story; draw parallels between examples of children's literature from around the world; synthesize information from an article about an environmental issue in a French-speaking community outside of North America; after reading an article about past and present contributions of First Nations, Métis, and Inuit people to Canadian society, role-play an interview with the writer, asking questions about current Aboriginal concerns related to information in the article; list the skills needed for part-time jobs after reading employment advertisements)
- 1.3 Reading with Fluency: read a variety of French texts, including some long, challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., during a reader's theatre, read with appropriate tone and emphasis; read an excerpt from a text expressively; read a text aloud, using tone to convey a randomly chosen emotion, and ask classmates to identify the emotion; in a small group, practise reading a scene from a play in a particular role, and then present it to the class)
- 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., create a television guide in which the title of each show includes a word from their list of new vocabulary and the description of the episode suggests that word's meaning; discuss a dramatic event using words from their list of new vocabulary; consider how meaning is affected when synonyms are substituted for selected words in a poem or a passage from a novel; refer to a thesaurus and other tools to broaden vocabulary)
- 1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., summarize the key ideas and supporting details in a persuasive news article on an equity issue; analyse a variety of print advertisements to identify negative bias and stereotypes; identify what points of view are missing from a newspaper article on a particular event or issue; explain how the perspective and audience of a newspaper or magazine are revealed through the type of advertising it attracts)

2. Purpose, Form, and Style

By the end of Grade 11, students will:

- 2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., the introduction and conclusion of a persuasive essay reinforce the key ideas presented in the body of the text; illustrations and graphics highlight key information in magazine and Internet articles; descriptions of setting and costume add meaning to the dialogue in a play; a question-and-answer or problem-and-solution format may be used in a brochure to allow readers to quickly find the information they need)
- 2.2 Characteristics of Text Forms: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., the connotations of words add extra levels of meaning in a poem; alliteration in a slogan helps make it memorable; an extended metaphor in a poem or fiction provides a concrete image that helps clarify an abstract idea or a complex emotion; figurative language and descriptive words evoke an emotional response in literary works)
- 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts; (b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., determine reading strategies that they might use to help them understand a historical narrative; identify strategies used to differentiate fact from opinion and assess their effectiveness; describe the similarities and differences in the reading strategies they would apply to a poem as compared to a print advertisement)

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 various French-speaking historical figures and determine their role in the development and spread of the French language and culture worldwide; research the social, economic, and political context in a French-speaking country to gain a better understanding of excerpts of the works of one of its authors; using sources such as the website of the Programme des Nations Unies pour l'environnement, explain the agenda of an environmental project in a French-speaking community; compare the cost of postsecondary studies in a variety of French-speaking countries with the cost in Ontario)
- 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., describe the influence of other languages on the French song lyrics that they read; analyse key elements in the closing paragraph of a formal letter addressed to the prime minister or school principal; identify words and expressions unique to certain regions while reading)

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

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion University Prep - FIF3U

By the end of Grade 11, students will:

1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for French texts they plan to create (e.g., to summarize ideas about a literary work in a critical essay; to express an opinion about the effects of inappropriate or biased language on the Internet; to email a friend, teacher, or peer sharing their point of view on an equity issue; to promote a candidate for student council president through a speech; to express emotion in a letter of appreciation or complaint; to justify a point of view by synthesizing arguments from various sources; to write a persuasive essay with supporting details about environmental threats)

1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about a variety of topics, including literary and other challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a poem using a variety of literary devices to establish a distinctive tone and style; an analysis of the influence of the culture of a contemporary First Nation, Métis, or Inuit writer on his or her works and perspectives; a plan and budget for school fundraising; an expository essay to compare how beliefs from different cultures are portrayed in the media; a scene from a novel or play they have read, rewritten to set it in a different time period; a critique of a film, book, or play under study; a letter nominating a student leader who made a difference in their community for an award)

1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., develop an initial plan and create content for a website about a play read in class; write a script for a documentary about the fast-food industry to inform teenagers about nutrition and the cost of buying healthy foods; script a television news story about whether electronic forms of communication could ever replace print as the main source of information; write a persuasive article for a magazine explaining the overt and implied messages conveyed by a children's cartoon; design a themed calendar that includes tips for environmentally responsible practices and photographs of local scenes in the natural world; write a script for a video about the role of social networking in a political campaign; develop a web page that illustrates how the perception of beauty changes from culture to culture)

1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence structures in their texts; transform simple sentences into complex sentences using appropriate subordinating conjunctions; use indirect discourse correctly and appropriately; select appropriate pronouns; use the past participle as an adjective)

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., use graphic organizers to help sequence ideas in a way that suits the structure of the piece of writing; make jot notes about background reading; take notes for later use during classroom presentations on a topic; identify and record potential ideas and sources of information while reading print materials, blogs, e-books and e-journals, online catalogues, and/or CD-ROMs; use word-processing software to organize and sort the data they gather)

2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., refer to an editing checklist during the peer editing process; identify sentences that are out of place and move them to improve the flow of ideas; reread early drafts, adding and reordering information to improve organization; check for bias and ensure that their language and ideas are inclusive and non-discriminatory; consider whether someone from a different background would be able to understand their descriptions)

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., check written text for accuracy, consistency, and clarity; reread the final draft to ensure appropriate use of form, style, and conventions; determine whether their work would benefit from a cover page, headings, labelled diagrams, illustrations, or photographs; publish their work using a word-processing program)

2.4 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively; (b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., assess the value of whole-group brainstorming in generating ideas for writing; evaluate the usefulness of the resources they used in correcting their work; articulate the benefits of the various processes used to plan writing projects; select the most useful self-correcting techniques and comment on their use in a personal reflection log; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task)

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., in the role of tourists visiting a French-speaking community outside North America, write observations in a diary; in a small group, research an environmental issue on websites from different French-speaking countries, and write a report analysing how cultural perspectives influence the presentation of the issue; plan and budget for a trip to a French-speaking country, and write an outline highlighting cultural points of interest to persuade friends to accompany them; prepare a report about how digital recording technology affects the distribution of cultural products, such as French movies and television shows, to a global audience)

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 incorporating aspects of popular culture and some idiomatic expressions of a French-speaking community; use French slang when writing about violence in the media for a web page; adapt their language register to specific contexts and audiences, such as professionals or students; write a formal letter of application for a job at a local business)

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion Open - FSF30

Grade 11 - French Immersion

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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 11, students will:

- Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., recall prior knowledge about the different forms, language structures, and vocabulary that are used to distinguish between fact and opinion; select a graphic organizer before a listening task and use it to record and organize their thoughts while listening; research vocabulary or language conventions needed to understand the message of an oral text)
- Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including long texts, with contextual and visual support (e.g., identify key phrases in a train station, airport, or in-flight announcement; listen to a job description and list the skill set that the employer requires; identify the essential vocabulary, expressions, and non-verbal cues in a music video; listen to the opinions of peers and incorporate them into a persuasive text or a rebuttal; view videos to identify and describe examples of Canadian music, visual art, drama, or dance that reflect the natural or cultural landscape; deduce the subjects being taught after listening to oral excerpts from lessons that include unfamiliar vocabulary; listen to an old interview or news report and explain how information or technology available today dates or contradicts it)
- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., analyse how the qualities of the narrator's voice in a public service announcement or commercial influence the audience; check the accuracy of statements heard in a political advertisement that are designed to appeal to the audience's sense of need; identify the social changes advocated in a documentary; evaluate the effectiveness of the presentation of arguments in a documentary about how technology affects the relationship between humans and the environment; analyse conversations during a talk show for possible biases; analyse how the images and spoken message work together in a television advertisement; identify elements, such as types of interactions, interviews, and editing, that distinguish an episode of reality television from a fictional show; analyse the way in which familiar words are used to influence a mass audience in television advertisements)

2. Listening to Interact

By the end of Grade 11, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (e.g., in group collaboration, listen to others' ideas before making decisions; affirm and build on the ideas of others in a discussion; practise interactive listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and clarifying their own ideas when asked)
- Interacting: respond with understanding to what others say while participating in sustained interactions about a variety of familiar topics and everyday matters, in formal and informal situations (e.g., in a role play, respond to questions relating to familiar topics; share with a partner feelings evoked by a multimedia text; role-play a college entrance interview that includes the oral presentation of a portfolio; after listening to several travel agency promotions, in small groups, discuss the best way to market a trip)
- Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., think aloud with a peer about strategies they use to monitor their understanding while listening, and processes for retaining the information heard; identify new strategies to improve their listening comprehension; describe to peers the strategies that help them to concentrate during oral presentations)

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 legend from a French-speaking community, such as Mali or Guadeloupe, and compose a story for their own community using the same moral; compare expressions, emotional aspects, and musical styles in songs from different French-speaking communities; compare myths and legends of diverse French-speaking cultures presented by peers, such as the Métis story of the "loup garou", and identify common elements)
- Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., identify and explain differences between familiar, colloquial, and formal language; recognize pronunciations and dialects from diverse French-speaking communities; analyse how the non-verbal interactions of characters in a French-language film help to clarify the messages in their speech)

Grade 11 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 11, students will:

Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion Open - FSF30

1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 11, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., review knowledge about the topic before beginning a speaking task; use non-verbal cues to emphasize their emotions during a speech; change the language and pace of their discourse to suit the audience; involve the audience to engage them in a presentation; explain unfamiliar terms; practise to develop the skills of explaining, rephrasing, and clarifying their ideas)

1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, with contextual and visual support (e.g., present a plan supported by visuals about how to protect groundwater; orally critique a film or video game; deliver a presentation about a site not to be missed on a trip around the world; deliver a speech on the impact of stereotypes and discrimination; take turns retelling a story read or told in class that addresses environmental stewardship; introduce or thank a guest speaker; deliver a presentation to peers about consumerism and addressing the difference between needs and wants)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics (e.g., use specific vocabulary related to their topic to express concepts accurately; use a variety of linking terms to enhance the flow of ideas during a presentation; reproduce with a partner the pronunciation and rhythm of a recorded dialogue)

1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., present a news report on a social event, natural disaster, crime, or sports event; present their opinion as a panellist for a public affairs show on how images in advertising influence public attitudes and behaviour; develop and record a quiz show on topics being studied, in which contestants are presented with clues in the form of answers and must phrase their responses as questions; in small groups, create a video to promote a designer's upcoming line of clothing that is made from sustainable fabrics; produce a radio program including interviews with Aboriginal leaders about some issues of concern to First Nations, Métis, or Inuit people in Canada; create an advertising campaign to persuade jobless young people to seek training to develop marketable skills)

1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use some reflexive verbs when leading a panel discussion on social media; use indefinite pronouns such as "personne" or "aucun" when responding to a speaker's opinion; use possessive pronouns when developing questions on a topic of personal interest to initiate a discussion with peers)

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., predict what they might hear and what expressions they can use to formulate a response; vary their language to convey emotion in class discussions; rephrase to clarify their message when misunderstanding occurs; use familiar vocabulary to describe an idea, object, or action when the exact term for it is not known or has been forgotten; use conversational and visual cues to indicate comprehension, agreement, and emotional response; identify useful words and expressions for starting, continuing, and concluding a conversation)

2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics (e.g., create a dialogue using questions and spontaneous answers; express a point of view about the responsibilities of citizenship and defend their perspective in response to questions; with a partner, role-play an interview with a new Canadian or a figure from sports, history, or politics; engage in a round-table discussion exploring a social or environmental issue; interview a participant in a school or community event; in a small group, role-play a press conference with a minister of health in which they discuss health and safety in the lives of children, adolescents, adults, or the elderly)

2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan detailed steps they can take to improve their speaking skills (e.g., assess and monitor their own speaking skills; make revisions to the form and content of their speech using feedback from peers and the teacher; determine which tools, strategies, and/or approaches have been most useful in helping them improve their oral skills)

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., share with peers key similarities and differences between their own culture and a French-speaking culture presented in a film or video; present their findings about the influence of a French-speaking fashion designer; present an oral report giving clear and pertinent details about two cultural celebrations in French-speaking communities and highlighting the most significant aspect of each one)

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., re-enact comedy sketches from two French-speaking communities to compare the humour in each region; create a monologue utilizing the rhythm and intonations of a specific French-speaking region; use expressions of appreciation appropriate to different contexts; select appropriate language registers and expressions for different audiences, purposes, or situations)

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;

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Grade 9-12 French Immersion - Ontario Curriculum Tracking Template - Grade 11 French Immersion Open - FSF30

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 11, students will:

1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts (e.g., determine the purpose for reading before beginning; before reading, discuss themes or background information to increase knowledge about the topic; form mental pictures based on the words on the page; use a graphic organizer to help them categorize main ideas and important details; consolidate and extend understanding after reading by paraphrasing with partners and noting the similarities and differences in these retelling; anticipate text by constantly keeping the eye moving forward when reading)
 1.2 Reading for Meaning: 1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including challenging texts and texts used in real-life situations (e.g., create an alternative ending for a short story or novel that is consistent with the action/characters in the work; comment on how a conflict was resolved in a story studied in class; discuss, in small groups, the message in an editorial cartoon about the economy; extract information from a data chart about paper waste and its impact on the environment; in pairs, discuss a text about values, principles, and/or beliefs of First Nations, Métis, and/or Inuit peoples; consult a flyer from a local department store or a mail-order catalogue to place an order; after reading a fictional work, list the elements that should be on the cover of the book and justify their choices)

1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., during shared reading with the whole class, read with appropriate pauses to convey their understanding of the material; place stress correctly to distinguish between similar words and phrases such as "plutôt/plus tôt")
 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., discuss unfamiliar vocabulary and concepts in a text read in class; substitute familiar words when new, more difficult words are encountered; devise short and effective games that involve hearing, saying, and taking note of new vocabulary; with peers, plan an imaginary web page on a subject related to recently acquired vocabulary, and decide which words should be used in combination in its URL; work in small groups to develop ways to use new vocabulary; connect new words to prior knowledge and list examples of their use to help them remember their meanings; use context to help them determine meaning)
 1.5 Responding to and Evaluating Media Texts: explain ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., evaluate a poster created by a peer to inform workers about the safe storage, handling and disposal of hazardous materials; discuss the effectiveness of a newspaper or magazine advertisement; read reviews of children's or young adult books in parenting magazines and explain why a teenager might have a different view of the work; identify various kinds of stereotypes in advertisements; use a graphic organizer to help distinguish between fact and opinion in a news article)

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 in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., images and text are combined to deliver information on a website; the table of contents and headings guide the reader through material in a textbook; didactic folk songs convey a moral lesson; science fiction novels are often set in a future that is based on some current trends in science or technology)
 2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., the layout of the front page of a newspaper directs attention to its feature stories; graphics support the ideas or information in a text; the tone and choice of words in a letter to the editor help express the attitude of the author towards a particular issue; similes and metaphors add layers of meaning to descriptions in a short story)
 2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after reading to understand texts;
 (b) identify their areas of greater and lesser strength as readers, and plan detailed steps they can take to improve their reading skills (e.g., identify strategies used to differentiate fact from opinion; discuss strategies that might be used when reading a campaign brochure; describe the similarities and differences in the reading strategies they would apply to a poem as compared to a print advertisement; identify confusing or challenging parts in a text and determine which strategy or strategies might help them understand it)

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 from French-speaking communities in terms of the social and cultural norms of those communities; read fashion blogs from a variety of areas around the world where French is spoken to identify styles worn on different occasions; decipher clues prepared by classmates for a cultural scavenger hunt to learn more about various French-speaking cultures; read tourism brochures and websites to plan and budget for a trip or an eco-tour to a French-speaking region; discuss what the lyrics of songs convey about the culture of a French-speaking community)
 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., compare the level of language used in formal and informal letters from two different age groups; identify puns in headlines in newspapers from different French-speaking countries; comment on persuasive language used in financial advertisements in different French-speaking countries; compare foods on menus in a variety of French-speaking communities)

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;

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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 French texts they plan to create (e.g., to blog about the effect of inappropriate or biased language in social media; to compose a prologue to a favourite story or film; to explain how to obtain a driver's licence; to describe the career of a little-known Canadian Olympic athlete; to survey peers about the pros and cons of fast-food lunches and graph the results; to advertise an item lost, found, or for sale; to take notes on a well-structured presentation; to email a politician about supporting a community initiative)

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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 a variety of topics, applying their knowledge of the structural and stylistic elements of each form (e.g., dialogue for a role play; a photo essay with a series of powerful images and captions promoting diversity and inclusion; a chart describing postsecondary options; a research paper describing professions in which the ability to speak French would be an asset; an essay detailing their personal development or explaining how some of their activities, hobbies, or pastimes contribute to their family or community; an article for a community newspaper about an initiative to create and sustain conditions that support health and well-being in the community)

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1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., design and write text for a website that promotes inclusiveness within the school community; create a slogan for T-shirts to support a joint school-community project; write a script for a video for a campaign about a social issue; blog about why colleges promote their "culture" and extracurricular programs alongside their course information; compose a magazine article addressing a teenage audience; write a script for a webinar on working together to build birdhouses or to plant trees in the community)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence types correctly; select verb tenses appropriate to the context; use punctuation correctly to enhance the clarity and effectiveness of their writing; use relative pronouns to avoid repetition; use a variety of transitional words and phrases to connect sentences within a paragraph)

2. The Writing Process

By the end of Grade 11, students will:

2.1 Generating, Developing, and Organizing Content: ideas for writing using a variety of pre-writing strategies and resources (e.g., organize ideas on an appropriate graphic organizer before writing to help ensure the coherence and flow of an essay; list points that support or refute an argument; develop their argument by anticipating possible questions and concerns of the intended audience; cluster ideas to help them organize content; use keyword searches and other browsing strategies to research topics on the Internet; record all sources used to gather ideas and information for inclusion in a reference list)

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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., create an outline; ensure that each paragraph has a clear topic sentence and function; use pronouns where appropriate to avoid repetition; use language appropriate to the purpose and form of the text; reread early drafts to ensure logical organization with adequate development of information and 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., consult print and electronic resources to help them with some aspects for specific spelling errors or language conventions; reread the final draft to ensure appropriate use of form, style, and conventions)

2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., reflect on the effectiveness of various strategies they used when revising their work, such as the use of electronic and/or print resources, consultations with the teacher, and discussions with peers or parents; explain how a checklist on the writing process developed with peers helps them plan and focus on the various stages of the process; plan to incorporate newly acquired vocabulary in future writing tasks)

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., compose a script with slapstick humour from different French-speaking regions to be presented in class; listen to a legend from a French-speaking culture and compose a legend for their own community using the same moral; write an FAQ [Frequently Asked Questions] section for a website about a particular French-speaking region)

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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 their written work (e.g., rewrite a popular song rich in cultural slang into formal French; use colloquialisms, slang, or dialect in dialogue for a story; write a résumé based on an advertisement for a job at a local company; research and use idiomatic expressions involving colours; use slang words, abbreviations, acronyms, and technical terminology commonly found in informal text after consulting a variety of resources to check their meaning).

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Grade 12 - French Immersion

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:

- 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 12, students will:

- Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., share information about the topic with classmates before listening; note key ideas and organize notes after listening to various texts expressing different points of view on a topic; formulate questions to elicit further information from a speaker; draw conclusions based on the information stated in the oral text, inferences made while listening, and prior knowledge and experience)
- Demonstrating Understanding: demonstrate an understanding of oral French texts about a wide variety of topics, including literary texts and challenging or specialized texts (e.g., identify and explain contradictions, factual errors, and bias heard in a political debate; synthesize information presented in a documentary on financial planning; articulate their opinion after hearing a news report or an interview on a social issue; extract the key ideas from a documentary by a conservationist such as Philippe Cousteau; summarize the information provided in a presentation for Grade 12 students who are interested in pursuing their studies at bilingual universities in Canada; describe the events in a scene heard from a novel or play; explain how the information in a presentation builds on or contradicts their prior knowledge; after watching films about writers associated with French literary movements, such as le classicisme or le romantisme, identify the main characteristics of these movements)
- Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a wide variety of topics (e.g., assess a series of public service announcements on the same topic to determine and explain which is most effective; verify the accuracy of information presented in a news report; compare the organization, entertaining qualities, and persuasive techniques in the coverage of an election campaign on two television channels; view a movie trailer for a film they have already seen and analyse how it portrays the events of the film; listen to commercials from different eras for the same product to compare and contrast the implicit social values they reflect; listen to media coverage of a global event from various regions, including Canada, and explain how the reports reveal the interests and values of each region)

2. Listening to Interact

By the end of Grade 12, students will:

- Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., paraphrase others' arguments to ensure that they have understood them before proposing solutions to a problem; ask questions to extend their understanding of an issue; use verbal and non-verbal cues from a speaker to support their understanding of his or her argument; express agreement or disagreement with ideas of others in a discussion; when participating in a discussion or debate, make note of the speaker's tone – sarcastic, humorous, or angry – to help them infer his or her message)
- Interacting: respond with understanding to what others say while participating in sustained interactions about a wide variety of topics, including literary and challenging or specialized topics, in formal and informal situations (e.g., listen to representatives from different universities discuss their bilingual programs and scholarships, and then ask questions for clarification; discuss with classmates their future options, such as beginning postsecondary studies, working, or travelling; debate the impact of gender stereotyping in sports or fashion; role-play how to respectfully respond to aggressive clients in a customer service scenario)
- Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) demonstrate insight into their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., compile a personal repertoire of listening strategies that they have used successfully; discuss the effectiveness of paraphrasing as a listening strategy; identify which strategy best helps them to recall prior knowledge before and while listening)

3. Intercultural Understanding

By the end of Grade 12, 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 plays from different French-speaking regions and explain how they reflect the societies in which they were written; analyse similarities and differences in the ways in which comedy shows from French-speaking communities around the world and from their own community address particular issues or themes; watch a documentary about photography in different French-speaking regions to determine whether particular subjects, constructions, and/or technical approaches characterize the photographs from these communities)
 - 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 regional or social variations in pronunciation and dialect while listening to oral texts; explain why the language, whether familiar, colloquial, or formal, in various oral texts is appropriate to the context; identify ways in which farce is used to convey messages in a play or film from a French-speaking region)

Grade 12 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 12, students will:

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1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 12, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., ask questions of the audience to confirm their comprehension; explain parts of a presentation if the audience responds with confusion; clearly delineate the main points of a presentation so listeners may follow easily; recognize and adhere to time limits and other constraints; consciously monitor speech to avoid or correct frequent mistakes; use humorous anecdotes and asides in an oral presentation to establish a rapport with the audience)

1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a wide variety of topics, including literary topics and challenging or specialized topics (e.g., deliver a presentation using logically sequenced points to analyse a character or theme in a novel; articulate and defend a point of view on a current social issue; dramatize a scene from a medieval French fable; give a talk to younger students on financial considerations related to planning their postsecondary education; present their findings, including evidence and examples supporting their position, on the economic importance of cultural industries; deliver introductory comments for a seminar on the literary analysis of a satirical play; produce an oral report comparing their own perspective on a topic with the perspective of the main character in a historical narrative; present a basic budget reflecting their expected income and expenditures after secondary school)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a wide variety of topics, including literary topics (e.g., smoothly adjust their style from delivering a formal presentation to responding spontaneously to questions and remarks from the audience; use coordination and subordination, with appropriate linking terms, to smoothly express the relationships between ideas; use idiomatic expressions to improve the natural flow of language)

1.4 Creating Media Texts: create oral media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., deliver a radio or television news report covering a Canadian event for a global audience; create a podcast outlining the positions of various stakeholders on a current issue; narrate a video including interviews with advertising professionals about ways to develop and retain talent in the industry; create a persuasive public service announcement for radio; produce an informational webinar about the history and culture of First Nations, Métis, or Inuit peoples or issues related to residential schools; interview an environmental youth activist about his or her accomplishments)

1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use a variety of sentence structures correctly to communicate complex ideas; use tense sequences correctly in both spontaneous and prepared dialogues; use the participe présent and the gérondif appropriately; use the active voice and passive voice appropriately for the purpose and audience; use unconventional grammatical constructions to create a particular effect)

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., rephrase to clarify their point when misunderstanding occurs; synthesize ideas in a group discussion; respect conversation etiquette when interjecting, turn taking, introducing and changing topics, and acknowledging what was heard)

2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about a wide variety of topics, including literary topics and challenging or specialized topics (e.g., with a partner, role-play an information-seeking session with a guidance counsellor, medical professional, or lawyer; lead a panel discussion on the effectiveness of a film or theatre adaptation of a literary text; present a group-researched paper on a literary topic, encourage questions from the audience to stimulate an exchange of views, and provide spontaneous answers; formally and informally debate issues arising from the study of a literary work; evaluate the effectiveness of arguments during a class debate on an environmental or economic issue; participate in a group discussion about how to express pride in one's own culture while respecting other cultures; in a small group, plan and lead a press conference presenting a political viewpoint)

2.3 Metacognition:

(a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively;

(b) demonstrate insight into their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., consider how synthesizing ideas assists in understanding, so that they can respond appropriately in a discussion or debate; assess the effectiveness of the strategies used to accomplish a speaking task; consider feedback from peers and the teacher when setting goals for future interactions)

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., set up and participate in a forum to explore cultural norms in various French-speaking communities; introduce and discuss a music video from a French-speaking community outside Canada; dramatize a scene from a comic strip or story on lifestyles in a 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 spoken interactions (e.g., respond to and use jokes appropriately in a variety of settings; use regional expressions and vocabulary appropriately in dialogues; use expressions of politeness from various regions)

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;

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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: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long and challenging or specialized texts (e.g., before reading, discuss background information about the text form, the author, and/or the topic; make predictions about the plot, characters, setting, and theme of a literary work based on its title; identify the organizational pattern of the text; while reading, focus on verb endings to establish the relative timing of events; substitute familiar terms for unfamiliar, complex words; create a concept map of the figurative allusions in a text to help identify some underlying ideas in the text; consolidate and extend understanding after reading by paraphrasing with partners and noting similarities and differences in these retellings)

1.2 Reading for Meaning: demonstrate an understanding of a wide variety of literary, informational, and graphic French texts, including long and challenging or specialized texts and texts used in real-life situations (e.g., assess the extent to which the ending of a literary work resolves the initial conflict; compare the settings in two stories and analyse how they contribute to the themes of the stories; compare and contrast character development and/or social issues in works of literature on a similar theme from two different periods; synthesize non-fiction works in a digital presentation on a financial or an economic issue; research online to develop ideas for the school graduation celebration)

1.3 Reading with Fluency: read a variety of French texts, including long, challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a role from a play dramatically or read a poem expressively, respecting punctuation and using appropriate emphasis, intonation, and rhythm; when reading a text aloud, ensure that their reading resembles the rhythm, stress, and intonation of speech; read specialized texts aloud in small groups, maintaining pace, expression, and the attention of their audience)

1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., increase their independent reading; use new vocabulary over the course of a day and report on the results; use rhymes or other kinds of word play to increase word retention; build a bank of personally meaningful words and remember them by making a conscious association with familiar things, people, or events; use contextual clues to figure out the meaning of new words and homonyms; determine the meaning of new words by examining roots, prefixes, and suffixes)

1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., compare the messages in different articles on an economic issue; identify implicit messages or bias in news headlines or articles; compare the layout and language used in a celebrity tabloid and in the entertainment section of a broadsheet newspaper; analyse how an informational brochure conveys its message and how it might be improved; analyse the messages conveyed by photos and text in newspaper articles; compare the discussion of an environmental issue on different websites; explain the point of view represented in an editorial cartoon)

2. Purpose, Form, and Style

By the end of Grade 12, students will:

2.1 Purposes of Text Forms: identify the purpose(s) and characteristics of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., quotations in an essay support the analysis or argument; conflict and characterization convey ideas and themes in short stories; particular subject matter, themes, and language characterize works representing French literary movements such as le classicisme and le romantisme; titles and descriptions of courses in all disciplines are given in a university course calendar to help students make course selections)

2.2 Characteristics of Text Forms: identify features and stylistic elements of a wide variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., analyse the syntax in a paragraph from a novel with respect to its coherence; explain how rhetorical questions engage the reader's interest; compare two editions of a play, assessing how features such as footnotes or endnotes and glossaries improve the accessibility of the text)

2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts; (b) demonstrate insight into their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank reading comprehension strategies in order of personal effectiveness and give reasons for their choices; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; explore additional or new strategies; plan to read a variety of fiction and non-fiction works in various forms to expand their vocabulary and enrich their understanding of language structures; recognize when confusion occurs and identify strategies they could apply to improve their comprehension)

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 characters' lives, influences, and motivations in texts by French-speaking non-Canadian authors and French-speaking Canadian authors; compare information on arts websites from a variety of French-speaking regions; research non-governmental organizations' aid projects in developing regions where French is spoken to evaluate an aid initiative in that region)

3.2 Awareness of Sociolinguistic: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., read several texts by the same author to determine how his or her background influences the choice of words and expressions; compare the use of formal literary language in texts from different French-speaking regions; use a T-chart to compare and contrast descriptive vocabulary in literary excerpts from two French-speaking regions; examine the influence of slang and jargon on various written texts)

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;

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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 French texts they plan to create (e.g., to adapt a complex scene from a literary work into a dialogue for junior students; to review a book or film and analyse the character development in it; to apply for a postsecondary program or scholarship; to respond in a letter to the editor to news reports about an environmental initiative; to explain social, political, and/or economic realities in Canada today, using research to strengthen their arguments; to write an editorial for a multicultural community newspaper)

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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 a wide variety of topics, including literary topics and challenging or specialized topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a blog post giving an opinion about a literary text that challenges social, cultural, or political norms; a satirical monologue using hyperbole to parody a political speech; an adaptation of a third-person narrative into the first person, reflecting the attitudes and views of the character who is narrating; a persuasive speech on bullying, homophobia, or racism, using rhetorical devices such as metaphor, simile, and allegory; an opinion on the future of the Canadian economy, supported by examples from the financial sections of various newspapers; a summary of positive and negative observations about the Canadian cultural mosaic; a persuasive essay on the dangers of cultural and regional stereotypes)

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1.3 Creating Media Texts: create media texts in French on a wide variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a multimedia travelogue or documentary about a French-speaking country outside North America; write an article for the school newspaper that promotes healthy relationships; create a storyboard for a video game and describe the most effective ways to shoot a commercial for it, including camera angles, types of shots, music, and special effects; write a news release for a mainstream newspaper, then rewrite it for an alternative newspaper, promoting a school or community initiative to help students direct their own learning in a work project)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence structures correctly, including in lengthy and detailed text; use transitional words and phrases to enhance the coherence of paragraphs; select the appropriate tense for the context; use various simple and complex pronouns to avoid repetition; use punctuation correctly to improve rhythm and flow; write balanced sentences with parallel structure to aid clarity)

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., use a writer's notebook to record and organize ideas; cluster point-form notes into main ideas and supporting details; brainstorm with a partner or group using may be used to help sort their information and notes in different ways, such as comparing (Venn diagrams), clustering (webs), and sequencing (flow charts).

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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 outline to organize the arguments supporting a thesis; compare their draft to an exemplar to help them assess how well the established success criteria have been met; reread early drafts to ensure logical organization with adequate development of information and 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., consider feedback from previous assignments when correcting frequent errors and refining language use; use electronic editing tools judiciously; reread their work, looking specifically for errors in language conventions; publish texts in an appropriate format, such as a blog for an opinion piece or an anthology for a series of poems; reread the final draft to ensure appropriate use of form, style, and conventions)

2.4 Metacognition:

- (a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively;
- (b) demonstrate insight into their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., for a conference with the teacher, prepare a portfolio of their work along with an introduction explaining the writing process for each text, what problems they encountered and solved, and how well they achieved their purpose or targeted their audience; reflect on how they used success and/or task criteria to guide their writing, and assess the importance of having clear criteria for a writing task; reflect on their strengths and needs as a writer in a personal journal; record useful self-correcting techniques in a personal reflection log; compare their current writing skills with those required for higher education, and set specific goals for improvement)

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., prepare a research paper about the importance of cultural identity in different French-speaking communities; add to a poem or the lyrics of a song by a French-speaking poet or songwriter to make connections with their own cultural identity; write a feature article for a community newspaper describing the role of women in the business world in different French-speaking regions)

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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 their written work (e.g., use French slang in a comic strip; write a formal memo to members of the Académie Française to encourage them to include new terms in their French dictionary; use regionalisms in a play that parodies political leaders in a specific region)

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Grade 12 - French Immersion

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.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 12, students will:

- 1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., list ideas about the topic before listening; while listening, take notes on a template developed with peers; use contextual clues to make inferences; after listening, discuss the text with a peer to confirm that they have both understood the facts presented and to generate questions about aspects needing clarification; paraphrase ideas and ask questions after a presentation to clarify their understanding)
- 1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about a variety of topics, including challenging texts, with contextual and visual support (e.g., predict future outcomes based on a news report about a current issue; articulate an opinion after hearing a documentary or newscast about a global issue; enumerate the different points of view heard in a class discussion; reiterate interesting facts heard in a travel podcast; create a brochure based on a speaker's presentation about bilingual career options; create a flyer for a new student summarizing the information heard in a grade-level assembly about the French Immersion program; view a muted video of a political debate and identify the messages conveyed by body language and facial expressions)
- 1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about a variety of topics (e.g., assess how well the songs in a film soundtrack support the plot and images; present a counter-argument to one of the points of view heard in a video conference on a social issue; identify bias in a documentary on a current issue; identify alternative points of view in various media interviews about a current issue; evaluate the use of persuasive techniques in a documentary on an environmental issue of concern to Aboriginal people in Canada; assess the portrayal of stereotypes, gender roles, and celebrities in various television advertisements; listen to media coverage of a global event from various regions, including Canada, and explain how the reports reveal the interests and values of each region)

2. Listening to Interact

By the end of Grade 12, students will:

- 2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and inter- actions about everyday matters (e.g., express interest in another student's presentation by commenting and asking relevant questions; in a small-group discussion, make relevant comments and paraphrase a speaker's point before responding to it)
- 2.2 Interacting: respond with understanding to what others say while participating in sustained interactions about a variety of topics, in formal and informal situations (e.g., debate the validity of statements about human nature heard in an oral text; ask a guest speaker questions to clarify their understanding of his or her presentation about starting a business; role-play a conversation between a salesperson and a complaining customer; acknowledge other views while asserting a dissenting opinion in a small-group discussion about suitable attire for and behaviour in a job interview; praise a peer or a guest speaker following a presentation)
- 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after listening; (b) evaluate their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., monitor their comprehension of oral texts to gain self confidence; explain their most effective listening strategy; analyse how the environment in which they are listening affects their comprehension; identify which strategy best helps them to recall previous knowledge before and while listening; share listening strategies/behaviours with a partner to improve their ability to participate in different types of conversation, such as a debriefing, a debate, or a coaching session)

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 and contrast aspects of a specific French-speaking community with their own, using information from oral texts; describe similarities and differences in how songs from French-speaking communities around the world and from their own community address particular issues or themes)
- 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., while listening to an oral text, determine whether familiar, colloquial, or formal language is more appropriate to the context; identify the relationship between the speakers in audio and video clips from different contexts; recognize pronunciations and dialects in songs or films from diverse French-speaking communities)

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;

	Needs Improvement	Satisfactory	Good	Excellent

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- 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.

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SPECIFIC EXPECTATIONS

1. Speaking to Communicate

By the end of Grade 12, students will:

1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use a structure and style of presentation suited to the audience and subject; use vocabulary familiar to themselves and their audience; prepare speaking points ahead of a presentation; use audience feedback to guide their presentation; use techniques such as rhetorical questions, humour, repetition, and dramatic pauses to engage the audience)

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1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about a variety of topics, including challenging topics, with contextual and visual support (e.g., present an oral report proposing green initiatives in the school community; make a presentation to younger students on the benefits of staying in French immersion; recount the details of a sporting or political event; give an impromptu speech on how to budget for a major purchase; deliver a dramatic monologue about bullying in schools)

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1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about a variety of topics (e.g., enact with expression a scene in the book the class is reading; emulate the style of an influential French speaker, approximating his or her voice in volume and tone; entertain the class with a joke or tongue twister; self-correct large chunks of spoken language by restating a message differently while discussing current events with peers; deliver a speech without hesitation)

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1.4 Creating Media Texts: create oral media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a podcast to persuade tourists to visit their area; produce a commercial promoting a school environmental initiative; create an instructional video describing a task step-by-step; produce a commercial or public service announcement targeting a particular audience; create a radio show introducing contemporary First Nations, Métis, or Inuit musicians to their school community; in a small group, create a webcast for youth regarding budgeting for college, an apprenticeship program, or a major event such as a formal dance or graduation trip)

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1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use verb forms, sophisticated vocabulary, and transition words correctly when discussing ideas with others in a small group; with peers, role-play a dialogue in a workplace, using different techniques and strategies to avoid complex language structures)

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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., ask questions to develop and convey engagement in a discussion; build on replies and request additional information to develop a conversation; use verbal and non-verbal communication to encourage others to join a conversation; agree and disagree using polite expressions; ask another person for his or her opinion, listen to it without interruption, and respond to it once the speaker has finished; give answers of more than one word to questions and add interesting facts or observations to maintain a conversation)

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2.2 Interacting: engage in sustained spoken interactions in French (prepared and spontaneous), in a variety of contexts, about a variety of topics, including challenging topics (e.g., debate a current global issue related to poverty, international economics, carbon footprints, or human rights; in a small group, compare speeches about non-smoking regulations by a tobacco company representative and a person with asthma, and analyse how each approach tries to influence the audience; interview a First Nation, Métis, or Inuit artist or professional about his or her career successes and challenges; answer a series of questions with ease and spontaneity after making a presentation; participate in a discussion on issues affecting a variety of cultures in Canada; in a small group, discuss and evaluate solutions to a hypothetical problem)

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2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after speaking to communicate effectively; (b) evaluate their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., monitor the effectiveness of learning strategies in different contexts; identify the most effective elements in an interaction with their peers and explain what they would do differently next time; analyse how applying speaking strategies affects their learning; join an online French social group to practise conversation)

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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., create a "Francophone Idol" show in which the class discusses and sings songs from various French-speaking regions; develop a presentation debunking stereotypes about various French-speaking communities; compare the styles and techniques of movies from various French-speaking regions; compare gender roles, family structures, celebrations, and naming customs among cultural groups in diverse French-speaking communities; discuss the cultural significance of a personal book, object, or photograph, and make connections with a similar artifact from a French-speaking 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., present a skit illustrating proverbs or colloquialisms; use and react to humour appropriately in different social settings; use expressions of politeness that are suitable in the context when speaking with peers)

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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;

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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: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including long, challenging texts (e.g., before reading, ask questions about the story or author and make predictions; research the topic of a reading selection, such as a technical paper, to become familiar with its concepts and specialized vocabulary; identify and map important concepts using contextual cues in the text; make notes to help focus thinking while reading; make connections between the experiences of the main character in a text and their own lives; use personal experiences to help them infer implicit information)
 1.2 Reading for Meaning: demonstrate an understanding of a variety of fictional, informational, and graphic French texts, including some long, challenging texts and texts used in real-life situations (e.g., explain the overt and implied messages conveyed in a children’s comic book; using a variety of sources, make informed recommendations on reducing energy consumption or solid waste or on making environmentally responsible choices for purchases for the school; in a small group, analyse several consumer reports or reviews of a product, grouping information under the headings “Coût” and “Avantage”; make inferences about the nature of the job and/or the type of employee preferred from the information in a “help wanted” advertisement)

1.3 Reading with Fluency: read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a section from a fictional work aloud, respecting punctuation, natural pauses, and the rhythm of the language; break text into appropriate phrases when reading, using proper intonation and expression; read aloud effortlessly and with expression)
 1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., name an imaginary software program using a word from their list of new vocabulary and explain the software’s function, highlighting the appropriateness of the name; rewrite a song by their favourite artist, including words from their list of new vocabulary in each verse as well as the title; identify words borrowed from other languages; create personal word banks)
 1.5 Responding to and Evaluating Media Texts: analyse and explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., compare the intended audiences of various newspaper advertisements; analyse the language used in a sports article and explain its purpose and effect; create and justify a top ten media list for the class, such as favourite French advertisements, websites, comic strips, or posters; read and discuss, in a round-table format, an article on lifestyle or entertainment; evaluate the effectiveness of captions for magazine photos; identify the hooks that capture the reader’s interest in news articles and explain how they do so; analyse the slogan and logo on the opening page of the website of a French-language international organization to determine their effectiveness; discuss how proverbs or clichés are used in advertisements to appeal to particular age groups)

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 in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., a mystery novel creates suspense by placing characters in danger; college calendars use subject/discipline headings, timetables, and brief descriptions of courses to communicate information to prospective students; to allow for quick reference, electronic organizers have separate sections for calendars, address books, and task lists; dialogue reveals character in short stories and novels)
 2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., identify features of the text that they can use to support their reading; compare how different websites use colour, fonts, and layout to convey information; explain how graphs, flow charts, and timelines add or reinforce important details in business reports; evaluate the effectiveness and appeal of stylistic devices used in advice columns; analyse how an author uses satire to convey a point of view on a current social issue)
 2.3 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after reading to understand texts;
 (b) evaluate their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., identify reading strategies suited to different purposes; record their own most effective reading comprehension strategies; assess the effectiveness of the strategies used to accomplish a task and identify changes they will make the next time they have a similar task; plan next steps after considering strategies used regularly and the potential for ones seldom used)

3. Intercultural Understanding

By the end of Grade 12, students will:

3.1 Intercultural Awareness: make connections to personal experiences and their own and other communities (e.g., compare and contrast tourist pamphlets, brochures, and/or posters that are from different French-speaking regions and that promote similar types of attractions; evaluate the effectiveness of a blog about French cultures from outside North America; compare texts by French-speaking authors from different communities and highlight similarities and differences in their cultures and values; research the role of the Organisation internationale de la Francophonie [OIF]; compare the cost of movie and theatre tickets in a variety of French-speaking countries with their cost in Ontario)
 3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities (e.g., describe similarities and differences in writing style in texts from various French-speaking regions; use online newspapers to identify language particularities of different French-speaking regions; identify the influences of other languages on French from different regions)

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;

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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 French texts they plan to create (e.g., to update a historical work so that it reflects current issues; to apply for a specific, advertised bilingual position with a cover letter and résumé; to adapt for children a First Nations, Métis, or Inuit legend that is intended for adults; to give instructions for making or doing something to fellow students; to describe an event or act that marks a significant transition in life; to compare several websites that provide similar kinds of information of interest to teenagers; to write a speech on intergenerational issues or the proliferation of social media; to create a short story inspired by a work of visual art; to outline the qualities of a responsible global citizen in a charter)

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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 a variety of topics, including challenging topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a formal letter inviting a community partner to sponsor a school project; a persuasive essay on how First Nations, Métis, and Inuit values and beliefs could benefit the larger society, presenting information and ideas in order of importance; an article about a trend in environmental stewardship; a blog post on a social issue; a personal journal entry about a conflict with peers and its resolution, using an intimate and thoughtful tone; an analysis of why certain groups are, or are not, featured in advertisements)

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1.3 Creating Media Texts: create media texts in French on a variety of topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a social networking page for a character from a work of fiction; create liner notes for a CD by a French-speaking artist; design promotional materials based on a speaker's presentation about bilingual career opportunities; create a publicity campaign for a new video game; write a script for a video promoting a school program or service; write an opinion piece defending or condemning tabloid gossip; create a brochure on workplace safety; write a film review in which they use vivid, descriptive language that encourages others to see or avoid a current film)

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1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use a variety of sentence types correctly to communicate complex ideas; use verb tenses correctly for reported dialogue; use unconventional grammar occasionally for a special effect; use transitional words and phrases to give coherence to their paragraphs)

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., survey peers to solicit opinions about a topic; develop a series of questions to guide research; make jot notes while researching, and record the sources of the information; use a T-chart to help separate facts from opinions on a topic)

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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., create an outline to organize arguments and evidence; in pairs, assess each other's work to determine whether success criteria have been met and make suggestions for improvement; reread drafts to ensure logical organization with adequate development of information and 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., use electronic editing tools judiciously to check spelling and do global searches; consider feedback from previous assignments when correcting frequent errors; publish texts in an appropriate format, such as a manual for instructions or a website for the results of a study or survey; reread the final draft to ensure appropriate use of form, style, and conventions)

2.4 Metacognition: (a) explain which of a variety of strategies they found helpful before, during, and after writing to communicate effectively; (b) evaluate their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., reflect on strategies used to generate ideas and determine which might be appropriate for future writing tasks; identify difficulties faced during the writing process; record frequent errors and useful self-correcting techniques in a personal reflection log; compare their current writing skills with those required for college or the workplace, and set specific goals for improvement)

3. Intercultural Understanding

By the end of Grade 12, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a tribute to a French-speaking member of the global community who has had a positive impact on the advancement of his or her culture; review a restaurant serving food from a French-speaking culture; create a list of things and places that seem to be characteristic of a particular region or country, such as cultural objects and cities or villages; prepare a report on aspects of advertising campaigns that reflect the priorities of different regional, cultural, or socioeconomic groups in a French-speaking country)

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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 their written work (e.g., write a scene for a play in the form of text messages; write a letter to a member of the provincial or federal cabinet; write a rap, song, or poem using slang)

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