



Scope and Sequence

Introduction

The Scope and Sequence shows the progression of outcomes from the FSL Program of studies.

The Scope and Sequence clarifies what students know and can do in French at each grade level in the four general outcomes:

- communication
- language
- culture
- language learning strategies.

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What Is the Scope and Sequence?

The Scope and Sequence is a consolidation of specific learner outcomes used in planning and developing for instructional purposes. It gives teachers the breadth of the program of studies in table format.

Within the Scope and Sequence, Communicative Functions (Targets) statements are introduced. These headings and statements clarify the purpose and intent of the general and specific learner outcomes of the FSL program of studies. Although the cluster headings and the numbered Communicative Functions (Targets) statements are not found in the FSL program of studies, these statements provide teachers with a comprehensive approach to planning instruction and assessment.

The six cluster headings and the specific Communicative Functions (Targets) statements for grades 10 to 12 are:

French 10–9Y (Grade 10 to Grade 12)

- 1. To impart and receive information**
 - 1.1 Share factual information
 - a- Inquire about and share information about facts or events in the present, past and immediate future
 - b- Share detailed information on a specific topic
- 2. To express emotions and personal perspectives**
 - 2.1 Share ideas, thoughts, opinions, preferences
 - a- Express preferences and opinions
 - b- Support their own opinions
 - 2.2 Share emotions and feelings
 - a- Express emotions and feelings in formal and informal situations
- 3. To get things done**
 - 3.1 Guide actions of others
 - a- Give or follow a sequence of instructions or events
 - 3.2 State personal actions and opinions
 - a- Express possibility in relation to their own actions
 - 3.3 Manage group actions
 - a- Take on a leadership role in small group projects
- 4. To form, maintain and change interpersonal relationships**
 - 4.1 Manage personal relationships
 - a- Offer or respond to invitations, compliments or congratulations or express sympathy or regret

5. To extend their knowledge of the world

- 5.1 Discover and explore
 - a- Explore connections and gain new insights into familiar topics
- 5.2 Gather and organize information
 - a- Identify key ideas, summarize, and paraphrase
- 5.3 Solve problems
 - a- Extract and manipulate key elements from a problem
- 5.4 Explore opinions and values
 - a- Examine differing opinions on an issue

6. For imaginative purposes and personal enjoyment

- 6.1 Humour/fun
 - a- Use the language for fun and to interpret and express humour
- 6.2 Creative/aesthetic purposes
 - a- Use the language creatively and for aesthetic purposes
- 6.3 Personal enjoyment
 - a- Use the language for personal enjoyment

French 20–9Y (Grade 10 to Grade 12)

1. To impart and receive information

- 1.1 Share factual information
 - a- Inquire about and relate information about facts or events in the present, past and immediate future
 - b- Ask and answer questions about an informative text read or heard

2. To express emotions and personal perspectives

- 2.1 Share ideas, thoughts, opinions, preferences
 - a- Express and explain preferences and opinions
- 2.2 Share emotions and feelings
 - a- Explore the expression of strong emotions and feelings

3. To get things done

- 3.1 Guide actions of others
 - a- Lodge a complaint

3.2 State personal actions
a- Express personal expectations, hopes, plans, goals, aspirations, actions

3.3 Manage group actions
a- Contribute to the assessment of group activities by providing constructive feedback to group members

4. To form, maintain and change interpersonal relationships

4.1 Manage personal relationships
a- Make suggestions or clarify misunderstandings to handle conflict situations

5. To extend their knowledge of the world

5.1 Discover and explore
a- Explore ideas presented in a variety of ways

5.2 Gather and organize information
a- Synthesize information from several sources or evaluate their reliability

5.3 Solve problems
a- Apply problem-solving skills in a variety of situations

5.4 Explore opinions and values
a- Understand the concept of perspective and examine differing perspectives on an issue

6. For imaginative purposes and personal enjoyment

6.1 Humour/fun
a- Use the language for fun and to interpret and express humour

6.2 Creative/aesthetic purposes
a- Use the language creatively and for aesthetic purposes

6.3 Personal enjoyment
a- Use the language for personal enjoyment

French 30–9Y (Grade 10 to Grade 12)

1. To impart and receive information

1.1 Share factual information
a- Inquire about and relate information about facts or events in the present, past and future
a- Explain factual information for a variety of purposes

- 2. To express emotions and personal perspectives**
 - 2.1 Share ideas, thoughts, opinions, preferences
 - a- Exchange and compare opinions in a variety of situations
 - 2.2 Share emotions and feelings
 - a- Analyze and discuss the expression of emotions and feelings in a variety of media
- 3. To get things done**
 - 3.1 Guide actions of others
 - a- Persuade others
 - 3.2 State personal actions
 - a- Speculate on and predict their own future actions
 - 3.3 Manage group actions
 - a- Contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures
- 4. To form, maintain and change interpersonal relationships**
 - 4.1 Manage personal relationships
 - a- Initiate and participate in social exchanges in formal situations
- 5. To extend their knowledge of the world**
 - 5.1 Discover and explore
 - a- Compare their own insights and understanding with those of their classmates
 - 5.2 Gather and organize information
 - a- Organize information to demonstrate relationships of logic
 - 5.3 Solve problems
 - a- Apply problem-solving skills to the resolution of real-life problems
 - 5.4 Explore opinions and values
 - a- Explore underlying values in a variety of mass media
- 6. For imaginative purposes and personal enjoyment**
 - 6.1 Humour/fun
 - a- Use the language for fun and to interpret and express humour
 - 6.2 Creative/aesthetic purposes
 - a- Use the language creatively and for aesthetic purposes
 - 6.3 Personal enjoyment
 - a- Use the language for personal enjoyment

What Is the Purpose of the Scope and Sequence?

The Scope and Sequence supports the French as a Second Language (FSL) Program of Studies. This portion of the document shows how specific outcomes progress through grades 7 to 9 and continue through to French 10–9Y, French 20–9Y and French 30–9Y.

There are four components in the Scope and Sequence, each representing a general outcome from the program of studies:

Communication	This component demonstrates a progression of the Communicative Functions (Targets)*. It demonstrates how specific outcomes from the program of studies support the Communicative Functions (Targets)*.
Language	This component demonstrates a progression of specific outcomes to show what students know and are to do, in terms of grammar and vocabulary, in each grade or course, within a communicative context.
Culture	This component incorporates fields and subfields of experience that can be considered relevant to learning about culture. It describes the intent and purpose of the specific outcomes.
Language Learning Strategies	This component demonstrates strategies that can be applied in each grade or course and includes specific outcomes from the program of studies.

Note: Occasionally, specific outcomes in the Scope and Sequence are marked with an asterisk (*) to indicate that they are “suggested learner outcomes” in addition to those found in the Program of studies. These additional suggested outcomes serve to enhance the existing specific outcomes, and assist teachers in articulating the FSL program of studies.

How Is the Scope and Sequence Used?

The Scope and Sequence is used by teachers:

- to enhance their understanding of the progression of learner outcomes from the FSL Program of Studies.
- as a reference when using the Communicative Functions (Targets)* and Planning for Communication* sections within this document.

* See the Table of Contents for information on the Communicative Functions (Targets) and Planning for Communication sections of this document.

Communication

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

The over-arching goal of the nine-year program of studies is to develop students' ability to function competently in French outside the confines of the classroom. The Communication component is crucial to achieving this goal.

The Communication component encompasses four language skills:

Listening Comprehension (LC): In French 10–9Y to French 30–9Y, students understand, by identifying key words and phrases, the main ideas and a number of specific details related to these idea(s) about concrete or abstract topics contained in oral texts of varying lengths and levels of difficulty.

Texts may be authentic Francophone oral texts or adapted texts

Reading Comprehension (RC): In French 10–9Y to French 30–9Y, students understand, by identifying key words and phrases, the main ideas and a number of specific details related to these ideas about concrete or abstract topics contained in written texts of varying lengths and levels of difficulty.

Texts may be authentic Francophone written texts or adapted texts.

Oral Production (OP): In French 10–9Y to French 30–9Y, students name, list, encourage, request or provide information, ask for or give advice, directions, instructions and preferences, describe, explain, ask and answer questions, express needs, feelings, desires, wishes, opinions, judgements or conditions, make suggestions and give compliments, make comparisons and suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, orally, in a structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a prepared or spontaneous message that is comprehensible, accurate and sustained.

Written Production (WP):

In French 10–9Y to French 30–9Y, students name, label, list, encourage, request or provide information, ask or give advice, instructions, commands or directions, explain, ask and answer questions, and express needs, feelings, desires, wishes, preferences, opinions, judgements or conditions, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, in written form, in a prepared, structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a message that is comprehensible, accurate and sustained.

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Language

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

To carry out authentic communicative tasks, students require a repertoire of linguistic tools that they will use to understand others' messages and to convey their own messages. These linguistic tools include:

- the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm and stress; i.e., phonology
- the writing system of the language, such as the correlation between sounds and spelling and the rules of spelling as well as any mechanical conventions, such as capitalization and punctuation; i.e., orthography
- the words used to carry out a communicative task; i.e., vocabulary
- grammatical structure, such as conjugation of verbs and gender agreement of adjectives, and grammar at the sentence level (i.e., syntax), such as word order, types of sentences and the way sentences are constructed; i.e., grammar.

These linguistic tools serve to support communication. In order to meet the Communicative Functions (Targets) articulated in the Communication component, students require the necessary linguistic knowledge.

Some teaching points to consider when providing linguistic tools to students:

- Introduce, practise and assess linguistic tools through communicative activities, wherever possible.
- Students will acquire vocabulary and grammatical rules at different rates; therefore, particular words and rules should be practised several times and in a variety of ways. Teachers continually assess students' progress to determine if further practice is necessary and when it is appropriate to evaluate students' ability to use vocabulary and grammatical rules.
- In French 10–9Y through to French 30–9Y, modelled and structured situations are used to ensure students use particular expressions or grammatical structures successfully. In modelled situations, the linguistic tool is consistently provided and immediately accessible to students; e.g., written on the board, provided to students on a sheet of paper, posted in the classroom. In structured situations, a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements.
- Sometimes, students learn about a linguistic tool (i.e., the *savoir*) and, sometimes, they apply the linguistic tool (i.e., the *savoir-faire*). The knowledge of linguistic tools and the application of linguistic tools differ, but both are needed to ensure students can effectively communicate.

Culture

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact within these cultures.

Developing cultural knowledge and skills is a lifelong process and involves learning about the cultures of others as well as one's own culture.

To become effective users of the French language, students require an understanding of Francophone cultures and how language and culture are intertwined.

In the Culture component, students:

- **acquire specific knowledge about Francophone cultures**
Generally, this knowledge can be acquired directly in the French language, such as using authentic French resources.
- **apply knowledge about Francophone cultures**
In French 10–9Y through to French 30–9Y, students apply their existing knowledge of Francophone cultures by reflecting, comparing and contrasting, and explaining. Teachers will find it helpful to enrich the classroom environment with cultural displays, artefacts and/or authentic resources to address these outcomes.
- **build general cultural awareness**
This is an opportunity for teachers to choose pertinent cultural information that is important to students and use it to supplement the learning of French throughout the course.
- **become aware of personal opportunities associated with learning French**
These outcomes provide students with an opportunity to recognize how they might, in different ways, use the French they have acquired.
- **practise sociolinguistic conventions**
These conventions are practised while using French.
- **build French language awareness**
These outcomes involve examining and understanding some unique features of the French language.

Language Learning Strategies

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

To continue learning any new language successfully, learners need to employ a variety of strategies. These strategies allow the learner to acquire the language more efficiently and to feel more independent and confident.

As students progress through the high school courses, the types of strategies teachers introduce are more sophisticated. In elementary and junior high grades, teachers help students to recognize and experiment with simple strategies. In senior high, students should be able to sort and select from a number of strategies and apply those that work best for them in any communicative situation. FSL high school teachers need to encourage students to expand their repertoire of strategies by having them reflect on what works and what does not work on a continual basis. Teachers then need to follow up with explicit teaching of these strategies.

The types of strategies* students in high school should be using are:

Cognitive Strategies

Cognitive strategies involve thinking about the content of the task and what learning will take place. They focus on what needs to be done to complete the language task.

Socio-affective Strategies

Socio-affective strategies involve thinking about how one feels about the learning and how one learns with others. They focus on working effectively with others and managing emotions in relation to the language task.

Metacognitive Strategies

Metacognitive strategies involve thinking about managing the learning. They focus on how to complete the language task.

Memory Strategies

Memory strategies involve using ways to remember language structures and key words to use during the language task. They focus on remembering grammar and vocabulary.

*The strategies assigned for each grade and course in this document represent a suggested distribution of strategies. Teachers make decisions regarding which strategies are most appropriate for their students in any particular grade or course.



Scope and Sequence

Communication

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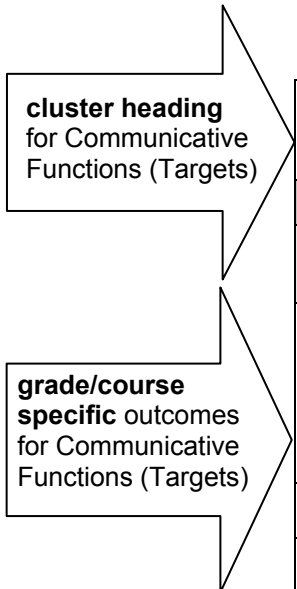
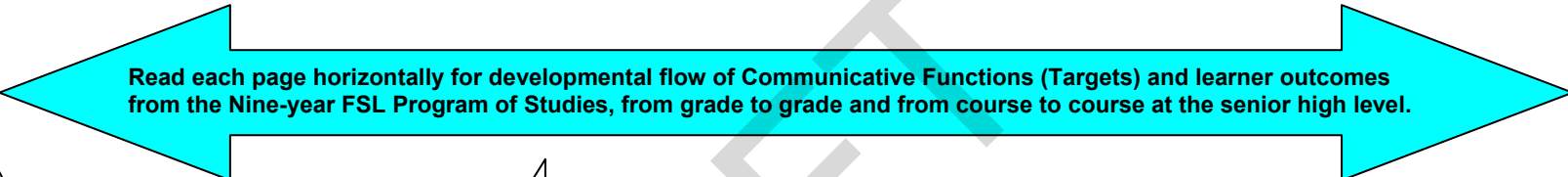
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How to Read the Communication Component

The Communicative Functions (Targets) and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9 and from French 10–9Y through to French 30–9Y.

GENERAL OUTCOME FOR COMMUNICATION
 Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.



1. To impart and receive information																							
<i>Students will be able to use French to:</i>																							
1.1 Share factual information																							
GRADE 7				GRADE 8				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Receive and provide information on several aspects of a topic				Inquire about and share information about facts or events				Inquire about and share information about facts or events, including those that are going to take place in the future				Inquire about and share information about facts or events in the present, past and immediate future				Inquire about and relate information about facts or events in the present, past and immediate future				Inquire about and relate information about facts or events in the present, past and future			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

Numbering system of Communicative Functions (Targets) is for ease of use. See pages 3 to 6 of this document.

Specific learner outcomes for each grade and course from the Nine-year FSL Program of Studies.

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

1. To impart and receive information

Students will be able to use French to:

1.1 Share factual information

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Receive and provide information on several aspects of a topic				Inquire about and share information about facts or events				Inquire about and share information about facts or events, including those that are going to take place in the future				Inquire about and share information about facts or events in the present, past and immediate future				Inquire about and relate information about facts or events in the present, past and immediate future				Inquire about and relate information about facts or events in the present, past and future			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			
Reinforces communication outcomes from preceding grades				Reinforces communication outcomes from preceding grades				Reinforces communication outcomes from preceding grades				Share detailed information on a specific topic				Ask and answer questions about an informative text read or heard				Explain factual information for a variety audiences			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION
 Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

2. To express emotions and personal perspectives

Students will be able to use French to:

2.1 Share ideas, thoughts, opinions, preferences

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Inquire about and express agreement or disagreement, approval or disapproval				Inquire about or express interest or lack of interest, satisfaction or dissatisfaction				Inquire about and express probability or certainty				Express preferences and opinions				Express and explain preferences and opinions				Exchange and compare opinions in a variety of situations							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts							
Reinforces communication outcomes from preceding grades				Reinforces communication outcomes from preceding grades				Reinforces communication outcomes from preceding grades				Support their own opinions				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts							

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

<p>GENERAL OUTCOME FOR COMMUNICATION Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.</p>
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2.2 Share emotions and feelings																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Inquire about or express emotions and feelings in a variety of familiar contexts				Reinforce communicative outcomes from preceding grades				Express emotions and feelings in formal situations				Express emotions and feelings in formal and informal situations				Explore the expression of strong emotions and feelings				Analyze and discuss the expression of emotions and feelings in a variety of media			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

3. To get things done																							
<i>Students will be able to use French to:</i>																							
3.1 Guide actions of others																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Make or respond to suggestions in a variety of situations				Give or respond to advice and warnings				Make and respond to suggestions or requests, including formal situations				Give or follow a sequence of instructions or events				Lodge a complaint				Persuade others			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

3.2 State personal actions and opinions

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
State personal actions in the present				State personal actions in the present with explanations				State personal actions in the present or future with explanations				Express possibility in relation to their own actions				Express personal expectations, hopes, plans, goals, aspirations, actions				Speculate on and predict their own future actions							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts							

3.3 Manage group actions

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Check for agreement and understanding or express disagreement in an appropriate way				Express appreciation, enthusiasm, support and respect for others and their contributions				Paraphrase, elaborate on and clarify another member's contribution				Take on a leadership role in small group projects				Contribute to the assessment of group activities by providing constructive feedback to group members				Contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts							

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

4. To form, maintain and change interpersonal relationships

Students will be able to use French to:

4.1 Manage personal relationships

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Initiate and participate in casual exchanges with classmates				Use routine means of interpersonal communications				Give or respond to compliments, and explain actions or opinions				Offer or respond to invitations, compliments or congratulations or express sympathy or regret				Make suggestions or clarify misunderstandings to handle conflict situations				Initiate and participate in social exchanges in formal situations			
LC ✓	OP ✓	RC ✓	WP ✓	LC	OP ✓	RC	WP ✓	LC ✓	OP ✓	RC	WP	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

5. To extend their knowledge of the world

Students will be able to use French to:

5.1 Discover and explore

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Ask questions to gain knowledge and clarify understanding				Explore meaning in a variety of ways				Explore and express the meaning of what they are doing and learning				Explore connections and gain new insights into familiar topics				Explore ideas presented in a variety of ways				Compare their own insights and understanding with those of their classmates			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP ✓	RC ✓	WP ✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

5.2 Gather and organize information

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Gather information from a variety of resources				Gather, organize and manipulate information				Gather, organize and share information, sometimes using a prepared format				Identify key ideas, summarize, and paraphrase				Synthesize information from several sources or evaluate their reliability				Organize information to demonstrate relationships of logic			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

<p>GENERAL OUTCOME FOR COMMUNICATION Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.</p>
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5.3 Solve problems																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Describe and analyze a problem, then propose solutions				Generate alternative solutions to problems				Use information collected from various sources to solve problems				Extract and manipulate key elements from a problem				Apply problem-solving skills in a variety of situations				Apply problem-solving skills to the resolution of real-life problems			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			
5.4 Explore opinions and values																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Explore how values influence behaviour				Provide reasons for their position on an issue				Distinguish fact from opinion				Examine differing opinions on an issue				Understand the concept of perspective, and examine differing perspectives on an issue				Explore underlying values in a variety of mass media			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Grades 4 to 7 vocabulary and language concepts				• Grades 4 to 8 vocabulary and language concepts				• Grades 4 to 9 vocabulary and language concepts				• Grades 4 to French 10–9Y vocabulary and language concepts				• Grades 4 to French 20–9Y vocabulary and language concepts				• Grades 4 to French 30–9Y vocabulary and language concepts			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

6. For imaginative purposes and personal enjoyment

Students will be able to use French to:

6.1 Humour/fun

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Use the language for fun and to interpret humour				Use the language for fun and to interpret and express humour				Use the language for fun and to interpret and express humour				Use the language for fun and to interpret and express humour				Use the language for fun and to interpret and express humour				Use the language for fun and to interpret and express humour			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate			

6.2 Creative/aesthetic purposes

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR COMMUNICATION

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

6.3 Personal enjoyment

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate			



Scope and Sequence

Language

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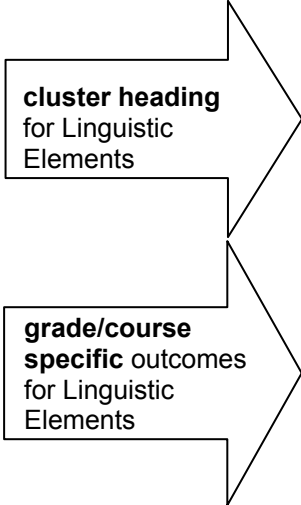
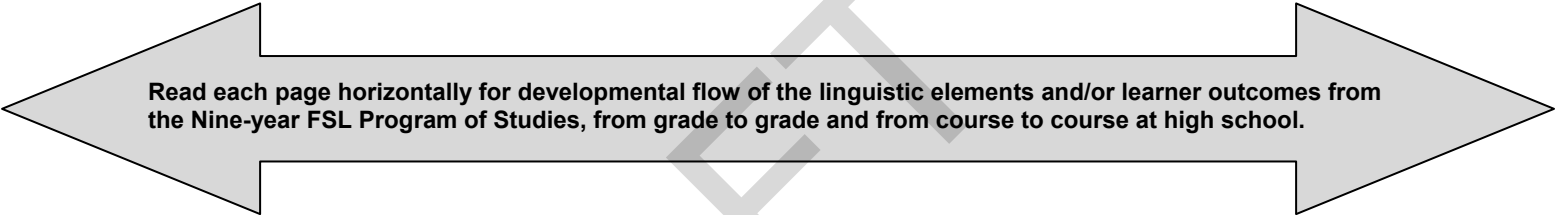
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Reading the Language Component

The Linguistic Elements and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9 and from French 10–9Y through to French 30–9Y.

GENERAL OUTCOME FOR LANGUAGE
 Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.



1. Sounds (Phonology)					
<i>Students will be able to:</i>					
GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> • use correct pronunciation for known words • approximate pronunciation of unknown words 	<ul style="list-style-type: none"> • use correct pronunciation for known words • approximate pronunciation of unknown words 	<ul style="list-style-type: none"> • use intonation, stress and rhythm appropriately in familiar situations* 	<ul style="list-style-type: none"> • produce essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible* 	<ul style="list-style-type: none"> • produce essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible* 	<ul style="list-style-type: none"> • speak clearly and intelligibly in a variety of situations*

Specific learner outcomes for each grade and course from the Nine-year FSL Program of Studies.

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

1. Sounds (Phonology)

Students will be able to:

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> use correct pronunciation for known words approximate pronunciation of unknown words 	<ul style="list-style-type: none"> identify and reproduce some sound distinctions important for meaning* 	<ul style="list-style-type: none"> use intonation, stress and rhythm appropriately in familiar situations* 	<ul style="list-style-type: none"> produce essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible* 	<ul style="list-style-type: none"> produce essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible* 	<ul style="list-style-type: none"> speak clearly and intelligibly in a variety of situations*

2. Symbols (Orthography)

Students will be able to:

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> correctly spell familiar words 	<ul style="list-style-type: none"> correctly spell familiar words 	<ul style="list-style-type: none"> correctly spell familiar words 	<ul style="list-style-type: none"> recognize and correctly spell familiar words used frequently 	<ul style="list-style-type: none"> recognize and correctly spell familiar and some unfamiliar words 	<ul style="list-style-type: none"> recognize and correctly spell familiar and unfamiliar words

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

3. Vocabulary (Lexical Fields)

Students will be able to:

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use groups of words around specific topics to carry out communicative tasks	Use groups of words around specific topics to carry out communicative tasks	Use groups of words around specific topics to carry out communicative tasks	Use groups of words around specific topics to carry out communicative tasks	Use groups of words around specific topics to carry out communicative tasks	Use groups of words around specific topics to carry out communicative tasks
<ul style="list-style-type: none"> relevant vocabulary from grades 4 to 6 vocabulary associated with the fields of experience and their subfields 	<ul style="list-style-type: none"> relevant vocabulary from grades 4 to 7 vocabulary associated with the fields of experience and their subfields 	<ul style="list-style-type: none"> relevant vocabulary from grades 4 to 8 vocabulary associated with the fields of experience and their subfields 	<ul style="list-style-type: none"> relevant vocabulary from grades 4 to 9 vocabulary associated with the fields of experience and their subfields 	<ul style="list-style-type: none"> relevant vocabulary from grades 4 to French 10–9Y vocabulary associated with fields of experience and their subfields 	<ul style="list-style-type: none"> relevant vocabulary from grades 4 to French 20–9Y vocabulary associated with fields of experience and their subfields

4. Knowledge of Language Concepts

Students will be able to:

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:
<ul style="list-style-type: none"> nouns gender number articles—definite and indefinite possession 	<ul style="list-style-type: none"> nouns gender number articles—definite and indefinite possession 	<ul style="list-style-type: none"> nouns determiners gender number articles—definite and indefinite possession 	<ul style="list-style-type: none"> nouns determiners gender number articles—definite and indefinite possession 	<ul style="list-style-type: none"> nouns determiners gender number articles—definite and indefinite possession 	<ul style="list-style-type: none"> nouns determiners gender number articles—definite and indefinite possession

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:
<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • prepositions • the infinitive as a verb identifier • personal subject pronouns • verbs • conjugation • the present tense • conjugation pattern of regular <i>-er</i> verbs in the present tense • regular and irregular verbs • negation • the interrogative • the sound–symbol system • pronunciation • word order at the phrase level • construction of simple sentences 	<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • prepositions and prepositional phrases • the infinitive as a verb identifier • personal subject pronouns • verbs • conjugation • the present tense • conjugation pattern of regular <i>-er</i> verbs in the present tense • regular and irregular verbs • negation • the interrogative • global expressions using <i>faire</i> and <i>avoir</i> • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections • cardinal and ordinal numbers 	<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • demonstrative adjectives • exclamatory adjectives • partitive • quantity • adverbs and adverbial expressions • conjugation patterns of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs in the present tense • pronominal and nonpronominal verbs • verb + infinitive • negation and negative expressions • the interrogative • the imperative • global expressions using <i>faire</i> and <i>avoir</i> • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections 	<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • demonstrative adjectives • exclamatory adjectives • partitive • quantity • adverbs and adverbial expressions • conjugation patterns of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs in the present tense • pronominal and nonpronominal verbs • verb + infinitive • negation and negative expressions • the interrogative • the imperative • global expressions using <i>faire</i> and <i>avoir</i> • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections 	<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • demonstrative adjectives • exclamatory adjectives • partitive • quantity • adverbs and adverbial expressions • conjugation patterns of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs in the present tense • pronominal and nonpronominal verbs • verb + infinitive • negation and negative expressions • the interrogative • the imperative • global expressions using <i>faire</i> and <i>avoir</i> • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections 	<ul style="list-style-type: none"> • possessive adjectives • adjectives • adjectival agreements • demonstrative adjectives • exclamatory adjectives • partitive • quantity • adverbs and adverbial expressions • conjugation patterns of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs in the present tense • pronominal and nonpronominal verbs • verb + infinitive • negation and negative expressions • the interrogative • the imperative • global expressions using <i>faire</i> and <i>avoir</i> • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:
	<ul style="list-style-type: none"> the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences 	<ul style="list-style-type: none"> cardinal and ordinal numbers the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences punctuation 	<ul style="list-style-type: none"> cardinal and ordinal numbers the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences punctuation formation of adverbs from adjectives pronominal reflective verbs the immediate future verbs taking a preposition 	<ul style="list-style-type: none"> interjections cardinal and ordinal numbers the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences punctuation formation of adverbs from adjectives pronominal reflective verbs the immediate future verbs taking a preposition adjectives/nouns/locutionary expressions that take a preposition functions of the infinitive the past tense the recent past <i>le passé composé</i> 	<ul style="list-style-type: none"> cardinal and ordinal numbers the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences punctuation formation of adverbs from adjectives pronominal reflective verbs the immediate future verbs taking a preposition adjectives/nouns/locutionary expressions that take a preposition functions of the infinitive the past tense the recent past <i>le passé composé</i> agreement of past participle with <i>être</i>

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue developing knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:	Continue to develop knowledge of the following concepts:
				<ul style="list-style-type: none"> • agreement of past participle with <i>être</i> • the conditional “<i>comme forme de politesse</i>” • present participle adverbs of affirmation and doubt • subordinate and coordinate conjunctions • inversion of subject and verb in the interrogative • word order at the complex sentence level • construction of complex sentences 	<ul style="list-style-type: none"> • the conditional “<i>comme forme de politesse</i>” • present participle • adverbs of affirmation and doubt • subordinate and coordinate conjunctions • inversion of subject and verb in the interrogative • word order at the complex sentence level • construction of complex sentences • emphatic pronouns • direct object pronouns • indirect object pronouns • relative pronouns • the comparative • the superlative • the structure—verb + <i>à</i> + <i>de</i> • <i>l'imparfait</i> • the distinction between <i>le passé composé</i> and <i>l'imparfait</i> • cohesion • cohesion markers

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Acquire knowledge of the following concepts:	Acquire knowledge of the following concepts:	Acquire knowledge of the following concepts:	Acquire knowledge of the following concepts:	Acquire knowledge of the following concepts:	Acquire knowledge of the following concepts:
<ul style="list-style-type: none"> • global expressions using <i>faire</i> and <i>avoir</i> • prepositional phrases • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections • cardinal and ordinal numbers • word order at the sentence level 	<ul style="list-style-type: none"> • determiners • demonstrative adjectives • exclamatory adjectives • the partitive • quantity • adverbs and adverbial expressions • different verb groupings (<i>–er</i>, <i>–ir</i>, <i>–re</i>) • irregular verb conjugation patterns in the present tense • pronominal versus nonpronominal verbs • verb + infinitive • the imperative • negative expressions • punctuation 	<ul style="list-style-type: none"> • formation of adverbs from adjectives • pronominal reflexive verbs • imperative with pronominal reflexive verbs • the immediate future • verbs taking a preposition 	<ul style="list-style-type: none"> • adjectives/nouns/locutionary expressions that take a preposition • functions of the infinitive • the past tense • the recent past • <i>le passé composé</i> • agreement of past participle with <i>être</i> • present participle • conditional “<i>comme forme de politesse</i>” • adverbs of affirmation and doubt • subordinate and coordinate conjunctions • inversion of subject and verb in the interrogative • word order at the complex sentence level • construction of complex sentences 	<ul style="list-style-type: none"> • emphatic pronouns • direct object pronouns • relative pronouns • comparative • superlative • the structure—verb + <i>à</i> or <i>de</i> + infinitive • <i>l'imparfait</i> • distinction between <i>le passé composé</i> and <i>l'imparfait</i> • cohesion • cohesion markers 	<ul style="list-style-type: none"> • pronouns <i>y</i> and <i>en</i> • interrogative pronouns • agreement of past participle with <i>avoir</i> and direct object pronouns • past infinitive • simple future • present conditional • direct and indirect discourse • communicative intents • coherence

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

5. Application of Language Concepts

Students will be able to:

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> number (singular versus plural) and gender (agreement of definite articles—<i>le, la, l', les</i>, and indefinite articles—<i>un, une, des</i>, with nouns) possessive adjectives—<i>mon, ma, mes; ton, ta, tes; son, sa, ses; notre</i>, and <i>nos</i> basic qualifying adjectives (e.g., colour [<i>les yeux verts</i>], physical traits [e.g., <i>Son père est mince.</i>], qualities [e.g., <i>Mon ami est sympathique.</i>]) present tense of <i>avoir, être, faire, aller</i> with all personal subject pronouns 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> demonstrative adjectives—<i>ce, cet, cette, ces</i> possessive adjectives—<i>notre, nos; votre, vos; leur, leurs</i> exclamatory adjectives (e.g., <i>Quel animal! Quelle belle chemise!</i>) the question word <i>pourquoi</i> the partitive—<i>du, de la, de l', des</i> expressions of quantity (e.g., <i>une boîte de, un kilo de</i>) expressions with <i>avoir</i> (e.g., <i>Tu as peur des serpents?/J'ai besoin de.../J'ai faim/soif.</i>) 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> expressions with <i>avoir</i> (e.g., <i>L'athlète a mal aux jambes.</i>) expressions with <i>faire</i> (e.g., <i>Je fais du yoga./Mon père fait le ménage.</i>) formation of adverbs from adjectives present tense of regular and irregular <i>-er, -ir, -re</i> verbs with all personal subject pronouns in affirmative and negative sentences present tense of pronominal reflexive verbs (e.g., <i>se reposer, s'étirer</i>) with all personal subject pronouns in affirmative and negative sentences 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> infinitives acting as imperatives recent past (<i>venir + de + infinitive</i>) with all personal subject pronouns in affirmative and negative sentences <i>le passé composé</i> with all personal subject pronouns in affirmative and negative sentences the expressions <i>c'était</i> and <i>il y avait</i> in affirmative and negative sentences conditional of <i>aimer, vouloir</i> and <i>pouvoir</i> as a “<i>forme de politesse</i>” with personal subject pronouns <i>je, tu, nous, vous</i> 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> expressions for stating an opinion (e.g., <i>Selon vous,.../ À mon avis.../D'après l'article,...</i>) expressions for giving advice (<i>suggérer de..., recommander de...</i>) negative expressions (<i>ne... personne, ne... aucun, ne... que, ne... ni, personne, ne... rien, ne..., aucun(e) ne...</i>) emphatic pronouns—<i>moi, toi, lui, elle, nous, vous, eux, elles</i> direct object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> direct object pronouns with all prescribed tenses indirect pronouns with all prescribed tenses pronouns <i>y</i> and <i>en</i> with all prescribed tenses interrogative pronouns (<i>lequel, laquelle, lesquels, lesquelles</i>) relative pronouns—<i>où</i> and <i>dont</i> conjunctive words or expressions at the discourse level (<i>en effet, alors, donc, pendant que, lorsque, tandis que</i>) agreement of the past participle with <i>avoir</i> and direct object pronouns

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> present tense of regular <i>-er</i> verbs with all personal subject pronouns (e.g., <i>aimer, étudier, dessiner, fêter, regarder, travailler</i>) expressions with <i>avoir</i> (e.g., <i>J'ai douze ans. La réunion a lieu à 15 h 30.</i>) expressions with <i>faire</i> (e.g., <i>Il fait beau. Il fait du ski.</i>) affirmative sentences negative sentences using <i>ne... pas</i> <i>est-ce que</i> and intonation as a way of asking questions question words—<i>qui, qu'est-ce que, où, combien, comment, quand, quel/quelle, à quelle heure</i> contractions for the prepositions <i>à</i> and <i>de</i> + definite articles 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> expressions with <i>faire</i> (e.g., <i>Le chef fait sauter les oignons.</i>) present tense of regular and irregular <i>-er, -ir, -re</i> verbs with all personal subject pronouns in affirmative and negative sentences the imperative in the affirmative and in the negative with regular and irregular <i>-er, -ir, -re</i> verbs (e.g., <i>Choisis le bleu. Ne mettez pas trop de sel.</i>) adverbs of manner (e.g., <i>bien, fort, lentement</i>), of time (e.g., <i>demain, bientôt, parfois, souvent, tard</i>), of quantity and intensity (e.g., <i>assez, beaucoup, très, trop</i>) and of place (e.g., <i>à</i>) 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> present tense of <i>vouloir, pouvoir, devoir</i> with all personal subject pronouns in affirmative and negative sentences the immediate future <i>-aller</i> + infinitif—with all personal subject pronouns in affirmative and negative sentences the imperative in the affirmative and in the negative with regular and irregular <i>-er, -ir, -re</i> verbs and pronominal reflexive verbs (e.g., <i>Repose-toi sur le sol.</i>) present tense verb + infinitive (e.g., <i>aimer, adorer, détester, vouloir, pouvoir, devoir</i> + infinitif) with all personal subject pronouns in 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> present participle and its use with <i>en</i> expressions for giving advice (e.g., <i>Il est important de + infinitif; il faut + infinitif; Il est nécessaire de + infinitif</i>) subordinate conjunctions <i>parce que</i> and <i>quand</i> coordinate conjunctions <i>et</i> and <i>mais</i> use of <i>depuis</i> as a time marker (e.g., <i>Je joue au hockey depuis six ans.</i>) adverbs of affirmation (e.g., <i>vraiment, certainement</i>) doubt (e.g., <i>probablement, peut-être</i>) and time (e.g., <i>hier, avant-hier</i>) prepositions used with geographical names inversion in the interrogative 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> indirect object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences relative pronouns <i>qui</i> and <i>que</i> comparative of adjectives and adverbs (e.g., <i>Ces sacs à dos sont plus chers que les autres là-bas. Le brie sent aussi fort que le camembert.</i>) superlative of adjectives and adverbs (e.g., <i>Je n'achète pas toujours les marques les moins connues. Le fromage bleu est le fromage qui sent le plus fort.</i>) verb + the preposition <i>à</i> or <i>de</i> + infinitive (e.g., <i>Je commence à</i> 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> the past infinitive (e.g., <i>Après avoir entendu les nouvelles, j'ai téléphoné mon ami pour en discuter.</i>) simple future with all personal pronouns in affirmative and negative sentences present conditional with all personal pronouns in affirmative and negative sentences direct and indirect discourse coherence at the discourse level

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> prepositions of place and prepositional phrases—<i>à, sous, sur, dans, devant, derrière, à côté de</i>, etc. (e.g., <i>Le bureau est à côté du tableau.</i>) appropriate interjections—<i>Attention!; Silence!; Brrr!; Bravo!; D'accord!</i>; etc. the conjunction <i>et</i> to link a list of words or phrases (e.g., <i>Il a les yeux bleus et les cheveux blonds.</i>) correct word order at the phrase level (e.g., <i>une grande fille</i> versus <i>une fille aimable</i>) correct word order in simple sentences (e.g., <i>Mon nom est Marc.</i>) correct pronunciation of known words 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <p><i>droite, autour, ici, là-bas, loin</i>)</p> <ul style="list-style-type: none"> adverbs and adverbial expressions of negation (e.g., <i>rien, jamais, ne... jamais, ne... plus, ne... rien</i>) <i>parce que</i> as an oral sentence starter 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <p>affirmative and negative sentences</p> <ul style="list-style-type: none"> verbs taking a preposition (e.g., <i>jouer au tennis; faire de la natation; opter pour une maison de plain-pied; commencer par le bon choix d'équipement sportif</i>) 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <ul style="list-style-type: none"> appropriate interjections—<i>Au feu!; Aïe!; Au secours!</i>; etc. correct word order in complex sentences 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p> <p><i>acheter mes fournitures scolaires au début du mois d'août.</i>)</p> <ul style="list-style-type: none"> <i>le passé composé</i> with all personal pronouns in affirmative and negative sentences <i>l'imparfait</i> with all personal pronouns in affirmative and negative sentences adverbs and adverbial expressions as cohesive elements (e.g., <i>d'abord, puis, d'habitude, parfois, enfin</i>) conjunctions of coordination at the sentence level (e.g., <i>car, cependant, c'est-à-dire, que, par exemple, alors</i>) expressions with <i>faire</i> and <i>se faire</i> (e.g., <i>Mon amie fait valoir</i> 	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p>

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:	Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:	Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:	Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:	Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:	Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:
				<i>ses talents. // Il se fait de nouveaux amis.</i>) <ul style="list-style-type: none"> cohesion at the simple and complex sentence level 	
GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
<ul style="list-style-type: none"> indefinite articles (<i>un, une, des</i>) definite articles (<i>le, la, les</i>) prepositions of place (e.g., <i>dans, sur, devant, derrière</i>) possessive adjectives of <i>mon, ma, mes, ton, ta, tes</i> 	<ul style="list-style-type: none"> definite and indefinite articles number and gender possessive adjectives adjectives and adjectival agreements present tense of <i>avoir, être, aller, faire</i> with all personal subject pronouns 	<ul style="list-style-type: none"> definite and indefinite articles number and gender possessive adjectives adjectives and adjectival agreements present tense of <i>avoir, être, aller, faire</i> with all personal subject pronouns 	<ul style="list-style-type: none"> definite and indefinite articles number and gender possessive adjectives adjectives and adjectival agreements present tense of <i>avoir, être, aller, faire</i> with all personal subject pronouns 	<ul style="list-style-type: none"> definite and indefinite articles number and gender possessive adjectives adjectives and adjectival agreements present tense of <i>avoir, être, aller, faire</i> with all personal subject pronouns 	<ul style="list-style-type: none"> definite and indefinite articles number and gender possessive adjectives adjectives and adjectival agreements present tense of <i>avoir, être, aller, faire</i> with all personal subject pronouns

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:</p> <ul style="list-style-type: none"> • prepositions <i>voici</i> and <i>voilà</i> • all forms of the verb <i>avoir</i> and <i>être</i> • singular forms of common –er verbs • question forms • expression <i>il faut</i> + infinitive • adverbs of quantity and intensity—<i>beaucoup, bien, peu, assez, trop, plus</i> and <i>moins</i> • negative structure <i>ne... pas</i> 	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:</p> <ul style="list-style-type: none"> • present tense of common –er verbs with all personal subject pronouns • affirmative and negative sentences • question formation with question words, <i>est-ce que</i> and intonation • contraction for <i>à et de</i> + definite articles • prepositions of place and prepositional phrases • interjections • the conjunctions <i>et</i> + • correct word order at the phrase level • correct word order in simple sentences 	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:</p> <ul style="list-style-type: none"> • present tense of common –er verbs with all personal subject pronouns • affirmative and negative sentences • question formation with question words, <i>est-ce que</i> and intonation • contraction for <i>à et de</i> + definite articles • prepositions of place and prepositional phrases • interjections • the conjunctions <i>et</i> + • correct word order at the phrase level • correct word order in simple sentences • demonstrative adjectives • exclamatory adjectives • the partitive 	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:</p> <ul style="list-style-type: none"> • present tense of common –er verbs with all personal subject pronouns • affirmative and negative sentences • question formation with question words, <i>est-ce que</i> and intonation • contraction for <i>à et de</i> + definite articles • prepositions of place and prepositional phrases • interjections • the conjunctions <i>et</i> + • correct word order at the phrase level • correct word order in simple sentences • demonstrative adjectives • exclamatory adjectives • the partitive 	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:</p> <ul style="list-style-type: none"> • present tense of common –er verbs with all personal subject pronouns • affirmative and negative sentences • question formation with question words, <i>est-ce que</i> and intonation • contraction for <i>à et de</i> + definite articles • prepositions of place and prepositional phrases • interjections • the conjunctions <i>et</i> + • correct word order at the phrase level • correct word order in simple sentences • demonstrative adjectives • exclamatory adjectives 	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:</p> <ul style="list-style-type: none"> • present tense of common –er verbs with all personal subject pronouns • affirmative and negative sentences • question formation with question words, <i>est-ce que</i> and intonation • contraction for <i>à et de</i> + definite articles • prepositions of place and prepositional phrases • interjections • the conjunctions <i>et</i> + • correct word order at the phrase level • correct word order in simple sentences • demonstrative adjectives • exclamatory adjectives

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
		<ul style="list-style-type: none"> expressions of quantity expressions with <i>avoir</i> and <i>faire</i> present tense of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs with all personal subject pronouns in affirmative and negative sentences adverbs of manner, of time, of quantity of intensity and of place adverbs and adverbial expressions of negation <i>parce que</i> as a sentence starter 	<ul style="list-style-type: none"> expressions of quantity expressions with <i>avoir</i> and <i>faire</i> present tense of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs with all personal subject pronouns in affirmative and negative sentences adverbs of manner, of time, of quantity, of intensity and of place adverbs and adverbial expressions of negation <i>parce que</i> as a sentence starter formation of adverbs from adjectives present tense of pronominal reflective verbs in the affirmative and the negative 	<ul style="list-style-type: none"> the partitive expressions of quantity expressions with <i>avoir</i> and <i>faire</i> present tense of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs with all personal subject pronouns in affirmative and negative sentences adverbs of manner, of time, of quantity, of intensity and of place adverbs and adverbial expressions of negation <i>parce que</i> as a sentence starter formation of adverbs from adjectives present tense of pronominal reflective verbs in the affirmative and the negative 	<ul style="list-style-type: none"> the partitive expressions of quantity expressions with <i>avoir</i> and <i>faire</i> present tense of regular and irregular <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs with all personal subject pronouns in affirmative and negative sentences adverbs of manner, of time, of quantity, of intensity and of place adverbs and adverbial expressions of negation <i>parce que</i> as a sentence starter formation of adverbs from adjectives present tense of pronominal reflective verbs in the affirmative and the negative

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
			<ul style="list-style-type: none"> present tense of <i>pouvoir, vouloir, devoir</i> with all personal subject pronouns in affirmative and negative sentences the immediate future the imperative with regular, irregular and pronominal reflexive verbs in the affirmative and negative verb + infinitive with all personal subject pronouns in affirmative and negative sentences verbs taking a preposition 	<ul style="list-style-type: none"> present tense of <i>pouvoir, vouloir, devoir</i> with all personal subject pronouns in affirmative and negative sentences the immediate future the imperative with regular, irregular and pronominal reflexive verbs in the affirmative and negative verb + infinitive with all personal subject pronouns in affirmative and negative sentences verbs taking a preposition infinitives acting as imperatives the recent past in the affirmative and the negative 	<ul style="list-style-type: none"> present tense of <i>pouvoir, vouloir, devoir</i> with all personal subject pronouns in affirmative and negative sentences the immediate future the imperative with regular, irregular and pronominal reflexive verbs in the affirmative and negative verb + infinitive with all personal subject pronouns in affirmative and negative sentences verbs taking a preposition infinitives acting as imperatives the recent past in the affirmative and the negative

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
				<ul style="list-style-type: none"> • <i>le passé composé</i> with all personal subject pronouns in affirmative and negative sentences • the expressions <i>c'était</i> and <i>il y avait</i> in affirmative and negative sentences • <i>le conditionnel de politesse</i> • the present participle with <i>en</i> • expressions for giving advice • subordinate conjunctions <i>parce que</i> and <i>quand</i> • coordinate conjunctions <i>et</i> and <i>mais</i> • use of <i>depuis</i> • adverbs of affirmation, doubt and time • prepositions with geographical names 	<ul style="list-style-type: none"> • <i>le passé composé</i> with all personal subject pronouns in affirmative and negative sentences • the expressions <i>c'était</i> and <i>il y avait</i> in affirmative and negative sentences • <i>le conditionnel de politesse</i> • the present participle with <i>en</i> • expressions for giving advice • subordinate conjunctions <i>parce que</i> and <i>quand</i> • coordinate conjunctions <i>et</i> and <i>mais</i> • use of <i>depuis</i> • adverbs of affirmation, doubt and time • prepositions with geographical names

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
				<ul style="list-style-type: none"> • inversion in the interrogative • correct word order in complex sentences 	<ul style="list-style-type: none"> • inversion in the interrogative • correct word order in complex sentences • expressions for stating an opinion • expressions for giving advice • negative expressions • emphatic pronouns • direct object pronouns • indirect object pronouns • relative pronouns <i>qui</i> and <i>que</i> • comparative of adjectives and adverbs • superlative of adjectives and adverbs • verb + the preposition <i>à</i> or <i>de</i> + infinitive • <i>le passé composé</i> et <i>l'imparfait</i>

* suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE

Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 7, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 8, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 9, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 10–9Y, needed to communicate a message:	Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to French 20–9Y, needed to communicate a message:
					<ul style="list-style-type: none"> • adverbs and adverbial expressions as cohesive elements • conjunctions of coordination at the sentence level • expressions with <i>faire</i> and <i>se faire</i> • cohesion at the simple and complex sentence level

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Scope and Sequence

Culture

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Reading the Culture Component

The *Cultural Targets* and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9 and from French 10–9Y through to French 30–9Y.

GENERAL OUTCOME FOR CULTURE
 Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

Read each page horizontally for developmental flow of the cultural targets and/or learner outcomes from the Nine-year FSL Program of Studies, from grade to grade and from course to course in high school.

cluster heading for Linguistic Elements

grade specific outcomes for Cultural Targets

1. Students acquire knowledge about Francophone cultures by ...					
GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> identifying geographical areas where French is spoken in Canada and other parts of the world recognizing, with teacher assistance, that Francophone education is available to Francophones in Alberta and in other provinces and territories 	<ul style="list-style-type: none"> identifying, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.) learning about cuisine of the Francophone world (subfield of experiences) 	<ul style="list-style-type: none"> learning about French-Canadian communities (subfield) identifying Francophone communities at the local (e.g., <i>Edmonton</i>), provincial (e.g., <i>Saint-Paul, Legal</i>), national (e.g., <i>Saint-Boniface, Manitoba; Shédiac, Nouveau-Brunswick</i>) 	<ul style="list-style-type: none"> identifying aspects of Francophone history, literature or arts that are of personal interest seeking out information about Francophone cultures from authentic sources 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources researching and identifying concrete facts that reflect the way of life of Francophone peoples (e.g., French couturiers have a major influence on the fashion world.) 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources researching and identifying concrete facts that reflect the way of life of Francophone peoples (e.g., Some French job advertisements indicate gender and age requirements.)

Specific learner outcomes for each grade and course from the Nine-year FSL Program of Studies.

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

1. Students acquire knowledge about Francophone cultures by ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> identifying geographical areas where French is spoken in Canada and other parts of the world recognizing, with teacher assistance, that Francophone education is available to Francophones in Alberta and in other provinces and territories seeking out information about Francophone cultures from authentic sources (e.g., school timetables, weather reports) 	<ul style="list-style-type: none"> identifying, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.) learning about cuisine of the Francophone world (subfield of experience) seeking out information about Francophone cultures from authentic sources (e.g., French language recipe books) 	<ul style="list-style-type: none"> identifying Francophone communities at the local (e.g., Edmonton), provincial (e.g., <i>Saint-Paul, Légal</i>), national [e.g., <i>Saint-Boniface (Manitoba)</i>; <i>Shédiac, (Nouveau-Brunswick)</i>] and international levels (e.g., <i>la Louisiane</i>; <i>Saint-Pierre-et-Miquelon</i>) identifying some Francophone festivals in Canada and the world in which one could participate (e.g., <i>le Festival du Homard</i>, <i>le Carnaval de Nice</i>) seeking out information about Francophone cultures from authentic sources (e.g., <i>Encyclopédie des sports</i>) 	<ul style="list-style-type: none"> identifying aspects of Francophone history, literature or arts that are of personal interest seeking out information about Francophone cultures from authentic sources identifying, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources researching and identifying concrete facts that reflect the way of life of Francophone peoples (e.g., French couturiers have a major influence on the fashion world.) 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources researching and identifying concrete facts that reflect the way of life of Francophone peoples (e.g., Some French job advertisements indicate gender and age requirements.)

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
		<ul style="list-style-type: none"> identifying, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., One of the main streets in downtown Montreal—<i>Boulevard René-Lévesque</i>—is named after a former Québec premier.) 			

2. Students apply knowledge about Francophone cultures by ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> comparing and contrasting weather proverbs in English and in French 	<ul style="list-style-type: none"> comparing and contrasting, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., eating-out patterns) 	<ul style="list-style-type: none"> explaining how Francophone cultures continue to evolve over time (e.g., introduction of new words into the language) recognizing some of the factors that affect the culture of a particular region (e.g., historical events, climate, geography, significant individuals) 	<ul style="list-style-type: none"> comparing and contrasting, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., shopping patterns, preferred activities) 	<ul style="list-style-type: none"> comparing and contrasting the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., consumer rights and responsibilities) 	<ul style="list-style-type: none"> comparing and contrasting the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> • comparing and contrasting, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the school day in Canada versus France) • comparing and contrasting, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures • reflecting, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	<ul style="list-style-type: none"> • comparing and contrasting, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the use of animal words in expressions that are similar in English—<i>être fort comme un taureau</i> = to be as strong as a bull, or are not similar—<i>avoir un chat dans la gorge</i> = to have a frog in one's throat) • reflecting, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	<ul style="list-style-type: none"> • comparing and contrasting, with teacher assistance, their own way of life with the way of life of Francophone individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., choice of physical activity, size of housing) • comparing and contrasting, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures • reflecting, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	<ul style="list-style-type: none"> • reflecting, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	<ul style="list-style-type: none"> • comparing and contrasting their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., fashion fads and trends between generations) • reflecting upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	<ul style="list-style-type: none"> • comparing and contrasting their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., preparing one's CV for Canada versus France) • reflecting upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

3. Students build general cultural awareness by ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> learning about four holidays and/or celebrations practised in their community or home or in other communities (Apply, as appropriate for the school year, and for your students' personal context.) <ol style="list-style-type: none"> origins of these holidays and celebrations traditions associated with these holidays and celebrations citing copyrighted French-language sources when using information from digital technologies 	<ul style="list-style-type: none"> learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply, as appropriate for the school year, and for your students' personal context.) <ol style="list-style-type: none"> origins of these holidays and celebrations traditions associated with these holidays and celebrations 	<ul style="list-style-type: none"> learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply, as appropriate for the school year, and for your students' personal context.) <ol style="list-style-type: none"> origins of these holidays and celebrations traditions associated with these holidays and celebrations 	<ul style="list-style-type: none"> identifying possible causes of misunderstanding and miscommunication when speaking with people from an unfamiliar culture* 	<ul style="list-style-type: none"> identifying ways in which miscommunications can be repaired* 	<ul style="list-style-type: none"> exploring stereotypical thinking as a barrier to global understanding

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

4. Students become aware of personal opportunities associated with learning French by ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> recognizing, with teacher assistance, that students can obtain French language education at the post-secondary level in different parts of Canada (e.g., Campus Saint-Jean in Edmonton, Université Laval in Québec City, Université d'Ottawa in Ottawa) 	<ul style="list-style-type: none"> exploring some personal reasons for learning French* 	<ul style="list-style-type: none"> identifying some trades or professions for which knowledge of French is useful or an asset 	<ul style="list-style-type: none"> identifying some personal experiences they have had as a result of their knowledge of French 	<ul style="list-style-type: none"> identifying ways that new friendships could be established with French-language speakers* 	<ul style="list-style-type: none"> exploring opportunities for further education or career prospects in which knowledge of French would be an asset

5. Students practise sociolinguistic conventions by using ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 6 appropriate form of <i>tu</i> versus <i>vous</i> appropriate formal forms of addressing people—<i>monsieur</i>, <i>madame</i> or <i>mademoiselle</i> (e.g., France) appropriate oral greetings and leave-taking expressions 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 7 appropriate spacing between sets of digits in large numbers (e.g., 1 500 000) the appropriate convention for a written title (e.g., <i>L'entretien des vêtements</i>) 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 8 appropriate abbreviations or symbols for measurement (e.g., <i>km</i>, <i>m²</i>) appropriate spacing between sets of digits in large numbers (e.g., 2 648 000) 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 9 appropriate conventions for formal oral or written requests for information, including e-mail appropriate conventions for informal invitations and notes 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 9 and French 10–9Y appropriate conventions for business letters appropriate conventions for informal letters appropriate conventions for a newspaper article 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 9 and French 10–9Y and French 20–9Y appropriate expressions for beginning and concluding a speech or a presentation

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> the appropriate convention for the date appropriate conventions for time—informal use (12-hour clock) and formal use (24-hour clock) appropriate abbreviations for time—<i>h, min, s</i> appropriate conventions for telephone numbers (e.g., <i>403-555-0000 au Canada; 01.42.00.48.49 en France</i>) appropriate conventions for addresses (e.g., <i>234, rue Lajoie</i>) appropriate conventions for the intermediate and cardinal points appropriate abbreviations used in addresses (e.g., <i>boulevard—boul., route—rte</i>) appropriate abbreviations for height and weight—<i>kg, cm, m</i> 	<ul style="list-style-type: none"> appropriate abbreviations or symbols for measurements (e.g., <i>km, g, kg, °C, ml, l</i>) appropriate abbreviations or symbols for Canadian and foreign currencies (e.g., \$ can., € euro) appropriate placement and spacing of the currency symbol and the comma (e.g., <i>1,50 \$</i>) appropriate conventions for punctuation (e.g., The typographical « ... » represents <i>les guillemets français.</i>) appropriate conventions for spacing (e.g., There is one space before and after <i>les deux-points.</i>) 	<ul style="list-style-type: none"> appropriate convention for naming buildings (e.g., <i>l'Hôtel du Parlement à Québec</i>), monuments (e.g., <i>la tour Eiffel</i>), streets (e.g., <i>Boulevard René-Lévesque</i>) and communities (e.g., <i>Sainte-Agathe-des-Monts</i>) appropriate titles and abbreviations for certain professions (e.g., <i>D^r = Docteur</i>) appropriate conventions for informal letters 	<ul style="list-style-type: none"> appropriate conventions for informal oral messages (e.g., telephone calls) and written messages (e.g., postcards) 		

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR CULTURE

Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

6. Students build French language awareness by ...

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
<ul style="list-style-type: none"> • accessing appropriate Web sites using French language search engines • citing copyrighted French language sources when using information from digital technologies 	<ul style="list-style-type: none"> • recognizing and understanding how the French language has evolved and is evolving (e.g., <i>le rôle des emprunts et des anglicismes</i>) • recognizing regional variants in expressions used by different Francophone groups in a similar context (e.g., <i>petit-déjeuner, déjeuner, dîner</i> [France] versus <i>déjeuner, dîner, souper</i> [Canada]; <i>slip</i> [France] versus <i>caleçon</i> [Canada]) • accessing appropriate Web sites using French language search engines • citing copyrighted French language sources when using information from digital technologies 	<ul style="list-style-type: none"> • recognizing the fact that variations in accents exist within and among Francophone cultures in different areas (e.g., Acadian French, Québécois French, Parisian French) • accessing appropriate Web sites using French language search engines • citing copyrighted French language sources when using information from digital technologies 	<ul style="list-style-type: none"> • using digital resources to access current information about different Francophone cultures 	<ul style="list-style-type: none"> • identifying and using information and communication technologies available outside the classroom setting to access information about different Francophone cultures 	<ul style="list-style-type: none"> • identifying and using information and communication technologies available outside the classroom setting to access information about different Francophone cultures



Scope and Sequence

Language Learning Strategies

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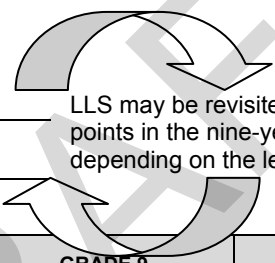
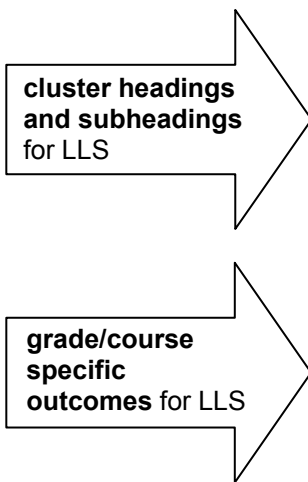
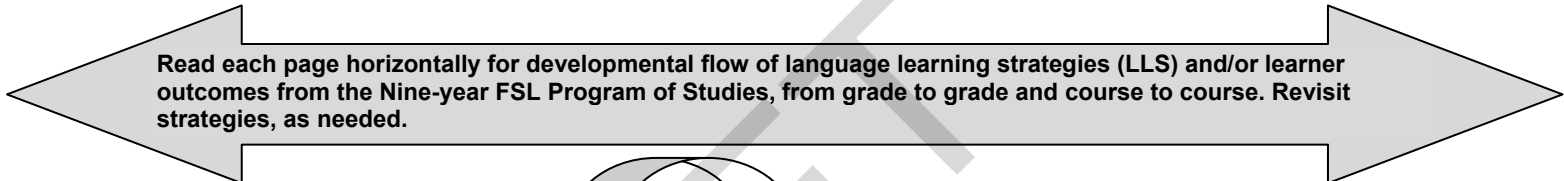
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Reading the Language Learning Strategies Component

The Language Learner Strategies and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9 and from French 10–9Y through to French 30–9Y.

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES
 Students will use their knowledge of strategies to enhance learning and to communicate in French.



1. Comprehension Strategies																																							
1.1 Cognitive																																							
GRADE 7					GRADE 8					GRADE 9					FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)																
Students identify and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:					Students identify and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:					Students identify and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:					Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:																
LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP						
✓		✓			✓		✓			✓		✓			✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 look for patterns or relationships* make personal dictionaries* 					<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 perceive and note down unknown words and expressions, noting also their context 					<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 identify similarities and differences between aspects of the language being learned and their 					<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 use the prefix, suffix, radical or root to guess or determine meaning 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y use the context to determine the meaning of an unknown word or expression use time clues to determine if the message is being 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y summarize and report information use linking words (cohesive elements) to establish the relationship between ideas 																

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

1. Comprehension Strategies																							
1.1 Cognitive																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 look for patterns or relationships* make personal dictionaries* use previously acquired knowledge to facilitate a learning task* infer probable meaning of unknown words or expressions from contextual clues 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 perceive and note down unknown words and expressions, noting also their context and function* be aware of the potential of learning through direct exposure to the language* reread several times to understand complex ideas* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 identify similarities and differences between aspects of the language being learned and their own language* use key content words or discourse markers (<i>premièrement, prochain, finalement, cependant, malheureusement</i>) to follow an extended text* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 use the prefix, suffix, radical or root to guess or determine meaning note unknown words to verify later use French language reference materials to verify meaning skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y use the context to determine the meaning of an unknown word or expression use time clues to determine if the message is being expressed in the past, present or future tense identify the message as being expressed in the past, present or future tense take down notes to summarize, compare and contrast information 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y summarize and report information use linking words (cohesive elements) to establish the relationship between ideas predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals establish connections between the information heard or read and previous knowledge 			

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP
																<ul style="list-style-type: none"> listen to the beginning and the end of an audio text or read the first and last paragraphs to gain a better idea of the topic and the content of the text 							

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

1.2 Socio-affective

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Students develop and use simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple socio-affective strategies, with or without guidance , to facilitate the comprehension of an oral or written message:			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 choose learning tasks that enhance understanding and enjoyment 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 participate in cooperative group reading, listening or viewing tasks 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 use support strategies to help peers persevere at reading, listening or viewing tasks; e.g., offer encouragement, praise, ideas* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 take the risk to listen to authentic texts (e.g., radio and television shows) or authentic documents (e.g., newspaper articles, travel brochures) 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y take the risk to listen to or read more difficult and lengthy texts in French use information and communication technologies outside the classroom setting to gain access to the French language 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y ask questions, in French, to clarify or verify a message 			

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

1.3 Metacognitive

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Students develop and use simple metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of simple metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with or without guidance , to facilitate the comprehension of an oral or written message:			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 determine the purpose of listening, reading or viewing* make predictions about what they expect to hear, read or view based on prior knowledge and personal experience* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 listen, read or view selectively based on purpose* use skimming and scanning to locate key information in texts* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 assess their own information needs before listening, viewing or reading* reflect on their thinking processes and what helps them read, listen and view French materials* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 identify strategies that can be or were used to facilitate comprehension of a text note unknown words to verify later 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y reflect upon the content of the text 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y verify hypotheses made about the content of the text 			

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

2. Production Strategies

2.1 Cognitive

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Students develop and use simple cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of simple cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 imitate sounds and intonation patterns* use words from their first language to get their meaning across; e.g., use a first language word, but pronounce it as in the second language* use familiar repetitive patterns from stories, songs, rhymes or media* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 learn short rhymes or songs, incorporating new vocabulary or sentence patterns* use a simple word similar to the concept they want to convey, and invite correction use knowledge of sentence patterns to form new sentences* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 use induction to generate rules governing language use* seek opportunities outside of class to practise and observe* be aware of and use steps in the writing process: prewriting (gathering ideas, planning the text, research, organizing the text); writing; revision (rereading, moving pieces of text, rewriting pieces of text); correction (grammar, spelling, punctuation), 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 use specialized French language references, such as verb conjugation books, grammar references use an outline, word web, point-form notes, etc., to organize thoughts and to plan what is to be said or written 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y identify the communicative intent of the message (e.g., to inform, to entertain, to persuade) identify vocabulary and grammatical elements needed to create a text use cue cards to note key ideas 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y analyze a text in order to identify content, structural elements and ways of expressing ideas use circumlocutions to sustain a communication 							

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

<p>GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES</p> <p>Students will use their knowledge of strategies to enhance learning and to communicate in French.</p>

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Students develop and use simple cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of simple cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with or without guidance , to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
								publication (reprinting, adding illustrations, binding)																			

2.2 Socio-affective																											
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 watch others' actions and copy them* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 invite others into the discussion* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 seek help from others use social interaction to enhance group learning activities* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 as part of the editing process, work with a peer to read aloud a 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y react positively to feedback and implement 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y use French to evaluate peers 							

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with or without guidance to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> encourage themselves to try, even though they might make mistakes 				<ul style="list-style-type: none"> use self-talk to make themselves feel competent to do the task 								<ul style="list-style-type: none"> prepared production to determine if the message is clear use French to praise peers 				<ul style="list-style-type: none"> appropriate changes to a production provide peers with constructive feedback 				<ul style="list-style-type: none"> take the risk to produce more elaborate oral and written messages 							

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES
 Students will use their knowledge of strategies to enhance learning and to communicate in French.

2.3 Metacognitive																							
GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)			
Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 choose from among learning options* make a plan in advance about how to approach a speaking or writing task 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 divide an overall task into a number of subtasks 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 keep a notebook or log of ideas to help attend to future speaking or writing tasks 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 9 use checklists, written in French, to verify the work develop a learning plan to carry out a task 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 10–9Y identify strategies that can be used or were used to produce a text 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to French 20–9Y refer back to previous productions of the same nature, analyze errors made and apply this knowledge 			

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

GRADE 7				GRADE 8				GRADE 9				FRENCH 10–9Y (GRADES 10–12)				FRENCH 20–9Y (GRADES 10–12)				FRENCH 30–9Y (GRADES 10–12)							
Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:				Students develop and use simple metacognitive strategies, with or without guidance to facilitate the production of an oral or written message:							
LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓
																<ul style="list-style-type: none"> use a series of editing strategies to improve the quality of the production 				<ul style="list-style-type: none"> to the current production monitor an oral production and use self-correction when necessary 							

*suggested learner outcomes additional to those found in the program of studies

French as a Second Language—Scope and Sequence—French 10–9Y to French 30–9Y (Grade 10 to Grade 12)

GENERAL OUTCOME FOR LANGUAGE LEARNING STRATEGIES

Students will use their knowledge of strategies to enhance learning and to communicate in French.

3. Memory Strategies

GRADE 7	GRADE 8	GRADE 9	FRENCH 10–9Y (GRADES 10–12)	FRENCH 20–9Y (GRADES 10–12)	FRENCH 30–9Y (GRADES 10–12)
Students develop and use simple memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of simple memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with or without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:
<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 6 • use mental images to remember new information 	<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 7 • place new words or expressions in a context to make them easier to remember 	<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 8 • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember 	<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 9 • continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures 	<ul style="list-style-type: none"> • appropriate strategies from grades 4 to French 10–9Y • continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures 	<ul style="list-style-type: none"> • appropriate strategies from grades 4 to French 20–9Y • continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures

*suggested learner outcomes additional to those found in the program of studies

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