**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Kindergarten**

**BIG IDEAS**

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| A new language is acquired by listening to and reproducing the models introduced by the teacher. |  | Observing codes of politeness, knowing how to listen and letting others speak are practices that facilitate communication and promote respect.  |  | Images convey meaning and facilitate the understanding of a **text**. |  | Each letter has its own graphic representation and its own sound. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Become involved in activities and discussions in order to develop a sense of belonging to the class through the use of the French language
* Actively participate in listening and reading to facilitate understanding of the **text**
* Make connections between personal knowledge and one’s learning
* Make predictions based on **visual formats**
* Recognize and name the characters and objects represented in **visual formats**
* Recognize the letters of the alphabet and their corresponding sounds

Creating and Communicating* Communicate ideas and emotions spontaneously, using learned vocabulary
* Respond to the teacher’s instructions verbally and non-verbally
* Interact with others while respecting communication strategies
* Use **non-conventional writing** and drawing to convey a message
* Write the letters of the alphabet
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **turn-taking in a conversation**
	+ **expressions of courtesy and greetings**
* cultural elements
* elements of a story:
	+ characters
	+ settings
	+ events
* text organization:
	+ **text elements**
* phonemic awareness:
	+ letter sounds
	+ syllables
	+ rhymes
* spelling conventions:
	+ letters of the alphabet
	+ capital letters
 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1**

**BIG IDEAS**

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| Communicating in French fosters a sense of belonging to the **Francophone community**. |  | As our vocabulary increases, so does our ability to make ourselves understood. |  | Our ability to communicate in a new language improves as we take risks in that language. |  | Readers must not only decode words, but also understand the meaning of a text. |  | Texts follow specific structures, depending on their **type**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Recognize Francophone and Aboriginal cultural elements in a **text**
* Recognize frequently encountered words
* Deconstruct a sentence into word groups to enhance comprehension
* Grasp the overall meaning of a **text** in order to be able to retell it in one’s own words
* Make predictions and connections based on a **text**
* Identify the elements of a story
* Use **text elements** to understand a text
* Make the distinction between an informational text and a narrative text

Creating and Communicating* Speak about oneself and one’s daily life
* Interact with others in a respectful manner, adapting behaviour to the interlocutor
* **Read** simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions
* Take the initiative of asking questions of the teacher and peers
* Reproduce simple sentence structures in oral self-expression
* Write simple sentences using words that follow spelling patterns and conventions of syntax
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **turn-taking in a conversation**
	+ **expressions of courtesy and greetings**
* cultural elements
* elements of a story:
	+ characters
	+ settings
	+ events
* text organization:
	+ **structure of a story**
	+ **structure of an informational text**
	+ **text elements**
* phonemic awareness:
	+ **phonemes**
	+ syllables
	+ rhymes
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * writing conventions:
	+ uppercase and lowercase letters
	+ spaces between words
	+ **punctuation**
* language elements:
	+ **adjectives**
	+ **simple affirmative sentences**
	+ formulation of questions using “*est-ce que*”
	+ present indicative of action verbs
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 2**

**BIG IDEAS**

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| Fluency in a language facilitates our interactions with others. |  | Awareness of other cultures helps us discover our own culture and build our own identity. |  | The task and its context determine the strategies of comprehension and expression that are chosen. |  | Fairy and folk tales share common characteristics that define the genre. |  | Organizing and connecting our ideas in a logical fashion helps others better understand our message. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Identify, in Francophone and Aboriginal **texts,** elements that are present in one’s own culture
* Deconstruct a sentence into word groups to enhance comprehension
* Identify the key words and themes in a **text** in order to understand the message
* Visualize information when reading in order to facilitate comprehension
* Organize information **thematically**
* Identify the elements of a story in order to associate it with the genres under study
* Tell a story by organizing a series of events in chronological order

Creating and Communicating* Express ideas, emotions and personal experiences using visual and gestural elements
* Interact spontaneously with peers using complete sentences
* Read a simple **text** with fluency
* Ask questions in order to enhance understanding and deepen knowledge
* Write short **texts** that follow the rules of sentence structure and connect ideas in a logical fashion
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **active reading**
	+ **turn-taking in a conversation**
	+ **non-verbal language**
* cultural elements
* elements of a story:
	+ **characters**
	+ settings
	+ **events**
* text organization:
	+ **structure of narrative texts**
	+ **structure of informational texts**
	+ markers of **time** and **place**
* writing conventions:
	+ **punctuation**
	+ **spelling conventions**
* language elements:
	+ the **gender of nouns**
	+ articles
	+ **adjectives**
	+ **structure of simple sentences**
	+ **verb moods and tenses** associated with the genres being studied
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 3**

**BIG IDEAS**

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| Making connections between personal experiences and the experiences of others can help us to better understand and respond to a message. |  | **Texts** present cultural elements that allow us to experience or understand different viewpoints. |  | The structure and textual cues, as well as the words, all help to convey the message. |  | Fairy and folk tales illustrate universal aspects of human life. |  | Every language has a system of rules that distinguishes it from other languages. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Recognize that there are similarities and differences between one’s own culture and those of others
* Deconstruct a complex sentence into word groups to facilitate comprehension
* Identify the **main idea** in a **text**
* Make predictions based on **textual cues**
* Identify the values conveyed by a narrative and its characters
* Organize information and one’s ideas to better convey a message
* Use textual elements to enhance comprehension of a **text**

Creating and Communicating* Express opinions, ideas and feelings using complex sentences
* Ask and respond to questions to hold a spontaneous conversation
* Read a **text** with fluency and intonation
* Respond to a **text** by drawing on prior knowledge
* In expressing oneself, avoid transfers and literal translations
* Write detailed **texts** that follow the structures being studied
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **turn-taking in a conversation**
	+ consideration of other people’s perspectives
* cultural elements
* literary elements:
	+ **characteristics of the fairy or folk tale**
	+ **characteristics of the youth novel**
* text organization:
	+ **structure of narrative texts**
	+ **text elements**
	+ **punctuation**
* **spelling conventions**
* language elements:
	+ reflexive personal pronouns
	+ **structure of complex sentences**, both affirmative and **negative**
	+ **verb moods and tenses** associated with the genres being studied
	+ the roots of words and **affixes**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 4**

**BIG IDEAS**

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| One’s self-image is revealed by one’s choice of message and the way it is communicated. |  | The diversity of cultural elements in **texts** reflects the cultural diversity within society. |  | The nuances in a **text** can be discovered through inferences. |  | Characters are defined by who they are, but also by how others see them. |  | The use of stylistic devices and specific vocabulary creates unique effects. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society
* Identify the main idea and details in a **text**
* Formulate hypotheses based on **textual cues**
* Make inferences based on a **text**
* Identify the role that characters play in a narrative
* Know how to distinguish between and use **reference tools** for definition and translation

Creating and Communicating* Express opinions and consider the opinions of others in discussions
* Read a **text** with fluency and intonation, pronouncing the liaisons between words
* Respond to a **text** by asking spontaneous questions
* Plan the content of a message based on the intended audience
* Use **stylistic elements** to create a unique effect
* Organize ideas into structured paragraphs
* Respect the grammatical and lexical spelling rules learned in producing one’s own written and oral work
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **expressions of courtesy**
	+ consideration of other people’s perspectives
* cultural elements
* literary elements:
	+ **characteristics of the youth novel**
	+ **characteristics of poetry**
* text organization:
	+ **narrative structure**
	+ **structure of informational texts**
	+ **elements of informational texts**
	+ **paragraphs**
* language elements:
	+ **structure of interrogative sentences**
	+ synonyms and antonyms
	+ **formation of adverbs**
	+ **comparative adverbs and their structure**
	+ **verb moods and tenses** associated with the genres being studied
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 5**

**BIG IDEAS**

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| Interactions with other people reveal their varied perspectives and thus expose human diversity. |  | Fiction presents sociocultural and historical elements that have been adapted and shaped by the author. |  | Looking for information in multiple sources provides different points of view and enriches knowledge and vocabulary. |  | The interpretation of a **text** depends as much on its structure and visual presentation as on its content**.** |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Identify the cultural and historical elements in Aboriginal and other **texts**, to put them into context
* Describe the dominant mood of a written work or its audiovisual adaptation
* Distinguish secondary ideas from main ideas in a **text**
* Distinguish objectivity from subjectivity in a **text**
* Analyze the interdependence of **text** and image
* Obtain information from various sources and sift through this information to identify the most relevant elements

Creating and Communicating* Adapt a message by taking into account its **intention** and audience to ensure comprehension
* Describe the characters in a work based on their actions, and according to the social and historical context
* Use biographical details from different sources to recreate the life of a character
* Synthesize information from different **texts**
* Organize and write a text following the structures under study
* Revise own work using **reference tools**
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ consideration of other people’s perspectives
	+ **registers of language**
	+ self-correction
* cultural and historical elements
* literary elements:
	+ **characteristics of the comic book**
	+ **characteristics of the biography**
* text organization:
	+ **narrative structure**
	+ **structure of informational texts**
	+ chronological organization
	+ bibliographies
	+ **punctuation**
* language elements:
	+ **adverbs**
	+ **simple relative pronouns**
	+ **negation**
	+ verb moods and tenses associated with the genres being studied
* **revision strategies**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 6**

**BIG IDEAS**

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| The impact of a message largely depends on the author’s word choices and style. |  | Discovering other cultures encourages us to examine our own mores and values. |  | Asking questions allows us to connect ideas and develop our ability to think critically. |  | The **author** transports the audience to a unique world that is a reflection of the former’s experiences and imagination. |  | Reflecting on the form of the language improves the coherence of the message. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Interpret and respond to a **text** independently
* Identify cultural and historical elements in Francophone and Aboriginal **texts**, and compare these with one’s own cultural and historical reference points
* Formulate hypotheses with respect to a **text**, and adjust these hypotheses
* Distinguish between what is real and what is fictitious in the genres under study in order to highlight the imaginary elements
* Identify spatial and temporal indicators in a **text** in order to imagine the **setting** of the action and explain the events depicted
* Identify the different ways of telling a story and how this affects the audience

Creating and Communicating* Express views in a manner that recognizes the value of other people’s viewpoints, in order to broaden one’s own perspective and that of peers
* **Reformulate** the main idea in a **text**
* Develop imagination through creative writing
* Organize and **draft a coherent, well-structured text**
* Revise one’s own work by referring to the spelling and grammar rules learned
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ clarification
	+ explanation
	+ consideration of other people’s perspectives
* cultural and historical elements
* literary elements:
	+ **characteristics of the youth novel**
	+ **characteristics of the legend**
	+ **elements of oral tradition** in Aboriginal texts
* text organization:
	+ **narrative structure**
	+ **structure of legends**
	+ **structure of informational texts**
	+ **transitions between ideas**
	+ **spatial and temporal indicators**
* language elements:
	+ **agreement of tenses**
	+ the roots of words and **affixes**
* **revision strategies**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 7**

**BIG IDEAS**

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| Expressing our thoughts enables us to situate ourselves in relation to our own and others’ cultures. |  | Considering the **feelings** evoked by a message and its unspoken elements allows us to construct the meaning of a message. |  | The themes of a narrative emerge from the situations characters experience and the way they respond to those situations. |  | The form of a text plays as important a role as its content in conveying a message and creating a desired effect. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Identify verbal and non-verbal responses and adjust discourse accordingly, in order to be better understood
* Compare the cultural elements of different Francophone and Aboriginal **texts**
* Identify implicit information in a **text,** relying on specific cues and prior knowledge
* Analyze the roles that characters play in the plot to understand the important stages of plot development
* Identify **poetic elements** and explain their effects on readers
* Identify the structure of a **text** to determine how it is organized and how its ideas are connected

Creating and Communicating* Spontaneously support and justify own viewpoints
* Respond to a **text** by identifying passages that evoke feelings and emotions
* **Summarize** the main idea in a **text** in a clear, well-organized manner
* Create a character portrayal including physical characteristics and psychological traits
* Organize thoughts using the most appropriate structure for presenting one’s work
* Write clear, coherent **texts,** following the structures being studied
* In one’s work, revise the ideas, organization and grammar to improve the message
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **verbal** and **non-verbal** communication
	+ **argumentation**
	+ clarification
	+ reformulation
	+ consideration of other people’s perspectives
* cultural and historical elements
* literary elements:
	+ **characteristics of poetry**
	+ **characteristics of the youth novel**
* text organization:
	+ **narrative structure**
	+ **structure of informational texts**
	+ **argumentative paragraphs**
* language elements:
	+ **structure of the superlative**
	+ **agreement of tenses**
* **revision strategies**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 6 – Late Immersion**

**BIG IDEAS**

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| Words shape our thoughts; a more extensive vocabulary enriches thinking skills. |  | Discovering a new culture requires identifying the ways in which it resembles our own culture. |  | The ability to communicate in a new language improves as we take risks in that language. |  | Paying attention to foreshadowing clues in a text allows us to anticipate the plot. |  | Using a language’s specific system of codes and conventions leads to effective communication. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Grasp the general idea of a **text** by identifying the key words
* Recognize that there are similarities and differences between one’s own culture and other cultures
* Identify, in Francophone and Aboriginal **texts,** themes and elements that are present in one’s own culture
* Identify causal links between different events in a story, and determine the impact of those events on how the story unfolds
* Identify spatial and temporal indicators in a **text** in order to imagine the **setting** of the action
* Identify the structure of a sentence by identifying the word groups within it
* Know how to differentiate between and use **reference tools** for definition and translation

Creating and Communicating* Express and justify an opinion on a familiar theme
* Describe situations of daily life
* Read a **text,** articulating and pronouncing the words correctly
* Ask questions in order to verify comprehension, clarify a message, and deepen knowledge
* Demonstrate understanding of a **text** by responding to it, drawing inferences, and making predictions
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ risk taking
* cultural elements
* elements of a story:
	+ characters
	+ settings
	+ events
* text organization:
	+ **structure of narrative texts**
	+ **structure of informational texts**
	+ markers of **time** and **place**
* phonemic awareness:
	+ phonemes
	+ silent letters
	+ liaisons
* **spelling conventions**
* language elements:
	+ **simple linking words**
	+ **sentence structure**
	+ **interrogative sentences**
	+ **parts of speech**
	+ **verb moods and tenses** associated with the genres being studied
	+ the roots of words and **affixes**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 7 – Late Immersion**

**BIG IDEAS**

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| **Expressing oneself well in a language requires thinking in that language.** |  | The perspectives and language of **authors** reflect the linguistic and cultural variations in the French-speaking world. |  | All **texts** are anchored in a context that must be considered in order to comprehend the message in its entirety. |  | The behaviour of the characters in a **text** allows us to understand how the society in which they live functions. |  | The **form** of a **text** plays as important a role as its **content** in conveying a message. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Identify examples of linguistic and cultural variety in the French-speaking world
* Compare cultural elements in Aboriginal and other **texts**
* Identify the secondary ideas in a **text**
* Formulate hypotheses based on textual cues
* Interpret and respond to a **text**
* Gain a better understanding of the plot by determining the roles played by the various characters
* Identify poetic elements and understand their effects on the reader

Creating and Communicating* Express and justify an opinion using varied and appropriate vocabulary
* Engage in a spontaneous conversation, taking into account the non-verbal behaviour of the other person
* Read with fluency, pronouncing the liaisons between words
* Create a character portrayal including physical characteristics and psychological traits
* Summarize the main idea in a **text** in a clear and well-organized way
* Organize **texts** into paragraphs with transitions and varied sentence structures
* Write well-structured **texts** that convey a message clearly and effectively
* Revise one’s work by referring to the spelling and grammar rules learned
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **active listening**
	+ **expressions of courtesy**
* cultural and historical elements
* literary elements:
	+ **characteristics of the youth novel**
	+ **characteristics of poetry**
* text organization:
	+ **narrative structure**
	+ **structure of informational texts**
	+ **discourse markers**
* language elements:
	+ structure of affirmative and negative complex sentences
	+ **structure of interrogative sentences**
	+ **simple relative pronouns**
	+ **adverb formation**
	+ **comparative** and **superlative structures**
	+ synonyms, homonyms and antonyms
	+ **verb moods and tenses** associated with the genres being studied
* **revision strategies**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8**

**BIG IDEAS**

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| The choice of verbal and non-verbal language conveys the speaker’s intentions. |  | Becoming aware of the values conveyed in **texts** helps us to better understand their cultural content. |  | Deepening our understanding of a **text** requires discovering the implicit and explicit information in it. |  | The communicator, by organizing his or her ideas and relying on various sources, defends his or her point of view and influences the audience. |  | Literature, when viewed in its context, helps to expand our perception of a society. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Analyze a **text** in order to explore its various interpretations
* Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message
* Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other **texts**
* Situate a play in its socio-historical context to gain a better understanding of ts subtleties
* Identify the role that non-verbal elements play in supporting verbal meaning in a dramatic work
* Distinguish between the explicit and implicit meanings of a **text**
* Assess the reliability and accuracy of information in a **text** by examining and questioning the sources of this information

Creating and Communicating* Respond critically to different types of **texts**
* **Summarize** a **text** by reformulating the main and secondary ideas
* Create a character profile based on explicit and implicit elements
* Prepare and present arguments and counter-arguments to justify one’s own viewpoint and to understand the viewpoints of others
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **verbal and** **non-verbal** communication
	+ **registers of language**
	+ defending a position
* cultural and historical elements
* literary elements:
	+ **characteristics of the legend**
	+ **characteristics of the play**
	+ **elements of oral tradition** in Aboriginal texts
* text organization:
	+ **narrative structure**
	+ **structure of legends**
	+ **structure of informational texts**
	+ **structure of argumentative texts**
	+ **punctuation**
* language elements:
	+ **structure of relative subordinate clauses**
	+ subject/verb and direct object agreement with the verbs *être* and *avoir* in the present perfect (“passé compose”) tense
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Select quotations that are relevant to one’s arguments and incorporate them in a text according to **style conventions**
* Organize ideas logically and fluently in order to write coherent **texts** that follow a specific structure
* Use the most appropriate revision strategies to improve one’s work
 | * + grammatical functions of complements
	+ **verb moods and tenses** associated with the genres being studied
* **revision strategies**
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**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9**

**BIG IDEAS**

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| Improving communication skills in a language helps us define ourselves and affirm our ideas. |  | Language is a cultural tool, the common thread of knowledge and values. |  | Studying a **text** on different levels allows the various meanings to be brought to light. |  | Literature reflects the reality of society at the time and its questions and preoccupations. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*Exploring and Reflecting* Interpret messages to gain an awareness of the linguistic and cultural variety found in the French-speaking world
* Identify and analyze cultural values and symbols in Aboriginal and other **texts**
* Analyze and synthesize a message
* Develop one’s critical thinking skills by questioning one’s knowledge and assumptions and modifying them accordingly
* Compare the messages, points of view and intentions of different authors in their **texts**
* Identify the characteristics of the **texts** under study to deepen one’s understanding of a society
* Distinguish between literal meaning and figurative meaning
* Identify the elements that help to define a character’s personality

Creating and Communicating* Communicate orally in a spontaneous and effective way in response to proposed and actual situations
* Create a **text** with the aim of evoking feelings or emotions
* Understand the value of tenses in order to use them appropriately in communication
* Write **texts** that follow the specific structures under study.
* Apply strategies for enriching a text to improve its coherence, flow and quality
 | *Students are expected to be able to know and understand the following in various* ***contexts****:** communication strategies:
	+ **registers of language**
	+ **speaking to an audience**
	+ clarification
	+ explanation
* cultural and historical elements
* literary elements:
	+ **characteristics of the novel**
	+ **characteristics of the fable**
	+ **stylistic elements**
* text organization:
	+ **narrative structure**
	+ **portrait**
	+ **descriptive sequences**
* language elements:
	+ agreement of **past tenses**
	+ hypothetical sentences
	+ pronouns used as **direct and indirect object** complements
	+ **verb moods and tenses** associated with the genres being studied
* **revision strategies**
 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
|  | * elements to enrich a text:
	+ varied vocabulary
	+ types of sentences
 |