**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 |

**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 |

**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 |

**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** |

**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 |

**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** |

**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** |

**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** |

**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** |

**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** |

**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 |

**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** |

**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)**

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