**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Kindergarten**

**BIG IDEAS**

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| Images and written words convey meaning.  |  | Our mastery of a language improves when we take risks in communicating. |  | **Texts** often contain elements inspired by real-life situations that reflect the experiences of readers. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:*Exploring and Reflecting* Recognize and manipulate phonological units.
* Recognize the letters of the alphabet and common words.
* Rely on images to construct the meaning of a story.
* Predict how events will unfold based on images.
* Draw on prior knowledge to make connections between texts and personal and cultural experiences.
* Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.

**Creating and Communicating*** Communicate orally using complete sentences.
* Ask questions to improve one’s understanding of a **text**.
* Use communication and socialization strategies to deepen understanding.
* Demonstrate writing skills by using the letters of the alphabet or **non-conventional writing** to convey a message.
* Participate in activities and discussions to develop a sense of belonging to the class.
 | *Students are expected to be able to know and understand the following:** phonological awareness:
	+ words
	+ syllables
	+ phonemes
	+ rhyme
* spelling conventions
	+ letters of the alphabet
* text organization:
	+ **elements of a book**
* literary elements:
	+ **elements of a story**
* strategies studied:
	+ **communication and socialization**
	+ **reading**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 1**

**BIG IDEAS**

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| Through **texts**, we learnabout ourselves and discover the world around us.  |  | Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text. |  | Though we may lack the ability to write all the words, we can still convey a message in writing. |

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| Our mastery of a language improves when we take risks in communicating.  |  | All communication has a content and structure. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Segment and combine phonological units to develop phonological awareness.
* Rely on images to understand a **text**.
* Identify the main idea in a text and restate it in your own words.
* Draw on prior knowledge to make connections between texts and personal and cultural experiences.
* Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.

**Creating and Communicating*** Respect sentence structure and make logical links between ideas when expressing oneself.
* Respond to a message by asking questions and giving one’s opinion.
* Make connections between a **text** and a personal experience.
* Convey a message following a sequence of events.
* Make short oral presentations that are clear and well structured.
 | *Students are expected to be able to know and understand the following:** phonological awareness:
	+ words
	+ syllables
	+ phonemes
	+ rhyme
* written conventions:
	+ word order
	+ spaces between words
	+ capital letters and periods
* spelling conventions:
	+ graphophonic correspondence
	+ **complex sounds**
* text organization:
	+ **text elements**
	+ **structure of a story**
* literary elements:
	+ **elements of a story**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 1**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Read previously seen short texts with fluency, following the final punctuation of sentences.
* Correctly spell words commonly used in writing.
* Write a short story by following a template.
 | * language elements:
	+ structure of simple sentences
	+ **verb moods and tenses** associated with the texts studied
* strategies studied**:**
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 2**

**BIG IDEAS**

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| The manner in which the originators of a message express themselves is influenced by the verbal and non-verbal language of the recipients.  |  | The meaning of a message is influenced by the clarity of the vocabulary used and the way the message is organized. |  | Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text. |

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| Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author. |  | The words and sentences of a **text** often contain clues and a context that can cue readers on its meaning. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Recognize the root of unknown words in order to infer their meaning.
* Visualize information when reading to enhance comprehension.
* Plan and organize ideas by theme using **graphic organizers**.
* Draw on prior knowledge to make connections between texts and personal and cultural experiences.
* Identify important information in Aboriginal narratives and other **texts**.
* Make connections between **texts**, one’s experience, and Francophone culture.

**Creating and Communicating*** Express oneself with accuracy and fluency using the strategies studied.
* Ask questions to clarify the meaning of a message.
* Share one’s reactions to a **text** by giving an opinion and expressing emotions.
* Adapt gestures and voice to a specific communication situation and audience.
* Read previously seen short texts with fluency, following the punctuation studied.
* Write texts with short paragraphs, following the structure and **language conventions studied**.
 | *Students are expected to be able to know and understand the following:** spelling conventions:
	+ graphophonic correspondence of complex sounds
	+ use of the letter “s” to form the plural of nouns and adjectives
* text organization:
	+ **narrative structure**
	+ **structure of informational texts**
	+ **markers of temporal and spatial relationships**
	+ **punctuation**
* literary elements:
	+ **elements of a story**
* language elements:
	+ **types of sentences**
	+ **syntactic groups**
	+ gender and number of words
	+ word families
	+ **verb moods and tenses** associated with the texts studied
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 2**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Use discourse markers to ensure that a text is coherent.
* Collaborate with peers, and take their views and ideas into consideration to achieve a common goal.
 | * strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 3**

**BIG IDEAS**

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| The structure, textual clues, and words of a **text** all help to convey a message. |  | Communication is a social act in which we assert ourselves by expressing our opinions, feelings, and preferences. |  | Fairy and folk tales illustrate themes that are universal and timeless. |  | Every language follows a system of rules that distinguishes it from other languages. |  | Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Define the meaning of a word based on its root and **affixes.**
* Make inferences based on the clues found in a **text**.
* Identify the **referents** in a **text** in order to enhance comprehension.
* Compare **texts** by identifying their similarities and differences.
* Recreate the narrative structure of a **text** in order to summarize it.
* Distinguish between facts and opinions.
* Identify the human characteristics and behaviour of non-human characters in fairy and folk tales.
* Become aware of the role of oral traditions in Aboriginal narratives.

**Creating and Communicating*** Express oneself with accuracy and fluency using the strategies studied.
* Establish a communicative intention when planning one’s **texts** and deciding on how they will be presented.
* Write **texts** made up of complex sentences, following the structures and **language conventions studied.**
* Revise own **texts** or those of others.
* Respond to a message by asking questions, making connections with personal experiences, expressing preferences and opinions, and respecting others’ ideas.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in informational texts, letters, and fairy and folk tales:** **spelling conventions**
* text organization:
	+ **structure of informational texts**
	+ **structure of fairy and folk tales**
	+ **narrative structure**
	+ **circular structure**
	+ **elements of written correspondence**
	+ markers of causal relationship and purpose
	+ **punctuation**
* literary elements:
	+ **characteristics of fairy and folk tales**
* language elements:
	+ roots and **affixes**
	+ **sentence structure**
	+ **groups in a sentence**
	+ **pronouns**
	+ **parts of speech**
	+ **verb moods and tenses** associated with the genres studied
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 3**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 4**

**BIG IDEAS**

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| Hypotheses are formed based on clues in the **texts**. |  | Intonation and gestures have an impact on the transmission and comprehension of spoken messages. |  | **Texts** transport us to another world as we experience the events lived by different characters. |  | Every language follows a system of rules that distinguishes it from other languages. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions.
* Identify the purpose of a **text,** as well as its steps and organization.
* Identify discourse markers to show the connections between the various ideas in a text.
* Specify the roles of the different characters in a **text**.
* Make connections between the characters’ feelings and their actions.
* Ask questions to develop one’s creative thinking ability.
* Identify how narratives in Aboriginal cultures connect people to their environment.

**Creating and Communicating*** Express oneself with accuracy and fluency using the strategies studied.
* Express the ways in which a **text** can generate an emotional response.
* Adapt communication to the audience, taking into account **speech arts.**
* Reformulate the main idea in a **text**.
* Write **texts** that reflect the characteristics of the types of **texts** and **language conventions studied**.
* Revise own **texts** and clarify ideas.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in injunctive texts, youth novels and speech arts:** text organization:
	+ **narrative structure**
	+ **structure of youth novels**
	+ **structure of injunctive texts**
	+ **markers of causal relationship and condition**
	+ **punctuation**
* literary elements:
	+ **characteristics of the youth novel**
* language elements:
	+ structure of exclamatory and imperative sentences
	+ **adverbs**
	+ synonyms and antonyms
	+ **verb moods and tenses** associated with the genres studied
* strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 5**

**BIG IDEAS**

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| **Texts** create a portrait of an era and a population’s values, practices, and beliefs. |  | The meaning of a **text** is a function of form as well as words. |  | Using references and examples gives our arguments more credibility. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting** * Distinguish important ideas from secondary ideas in a **text**.
* Formulate hypotheses on the basis of textual clues, and verify these hypotheses.
* Recognize that a **text** can develop in a non-linear fashion, by identifying flashbacks and flash forwards.
* Analyze a **text** to establish connections between the characters, plot, and resolution of the problem.
* Support ideas or opinions with facts and arguments extracted from texts.
* Demonstrate how Aboriginal legends reflect specific beliefs.
* Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures.
* Identify cultural elements in **texts** and compare them with one’s own cultural points of reference.
* Recognize that there is linguistic variety within the Francophonie.

**Creating and Communicating*** Express oneself with accuracy and fluency using the strategies studied.
* Plan a text for a particular audience, selecting the subject, recipient, and main ideas in advance.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in legends, biographies, and autobiographies:** text organization:
	+ **narrative structure**
	+ **structure of running text**
	+ **textual coherence**
	+ chronological organization
	+ bibliographies
* literary elements:
	+ **elements of oral tradition** in Aboriginal texts
	+ **characteristics of the legend**
	+ **characteristics of the biography and autobiography**
* language elements:
	+ structure of the comparative and superlative
	+ qualifying adjectives and their grammatical function
	+ adverbs and their grammatical function
	+ **sequence of tenses**
* strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 5**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Express and justify a point of view with the help of examples and sources.
* Create a **portrait** of a character, period, place, etc., based on explicit or implicit elements in **texts**.
* Write **texts** following the characteristics of the types of **texts** and **language conventions studied**.
* Summarize a **text**.
* Revise, correct, and improve own work with the use of reference tools.
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 6**

**BIG IDEAS**

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| In illustrated **texts**, pictures and words complement one another, since the meaning of a picture can be different from that of words. |  | The plot of a story is defined through the decisions and actions of the characters, and the context in which they find themselves. |  | **Texts** enable students to consolidate or transform their perceptions. |  | Aboriginal narratives are part of Canada’s Francophone history and culture. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Identify the characteristics of a **text** and the genre to which it belongs.
* Analyze the relationship between a **text** and image to better understand the author’s intentions.
* Analyze the symbolic value of words and images.
* Make connections between different characters, their respective roles in the plot, and their motivations.
* Identify the values and world view presented in **texts**.
* Identify cultural elements found in different **texts**.
* Recognize the existence of different registers, dialects, and accents.

**Creating and Communicating*** Use words, images, and **prosody** to express emotions and enrich writing.
* Read and interpret a variety of poetic **texts** fluently and with intonation to convey the author’s intention.
* Identify and reformulate the main ideas in a **text** to verify and deepen one’s understanding.
* Explore the potential of language by playing with words to transform a **text**.
* Write **texts** following the characteristics of the types of **texts** and **language conventions studied**.
* Revise, correct, and improve own **texts**, being mindful of the quality of form and expression.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in comic books, youth novels, and poetry (including songs):** text organization:
	+ **narrative structure**
	+ **actantial narrative schema**
	+ **paragraph structure**
* literary elements:
	+ **characteristics of the comic book**
	+ characteristics of the youth novel
	+ **characteristics of poetry**
	+ **characteristics of image deciphering**
	+ **stylistic devices**
	+ **registers of language**
* language elements:
	+ information reiteration
	+ **verb moods and tenses** associated with the genres studied
* strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 7**

**BIG IDEAS**

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| Literature invites us to reflect on the human condition by presenting elements from real life in an imaginary form. |  | Words have connotative and denotative values that shape the perception of the audience. |  | The themes of certain **texts** reflect the concerns of the era in which they were written. |

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| By analyzing different stylistic choices, we learn to develop our own writing style. |  | To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting** * Identify the characteristics of a **text** and the genre to which it belongs.
* Understand how authors use different stylistic elements to give their **text** a unique character.
* Put a work into context based on the era, setting, and the characters and their interactions.
* Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society.
* Analyze the similarities and differences in myths from different eras to determine changes over time.
* Analyze the cultural symbols in Aboriginal and other **texts**.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in short stories, myths, and essays:** text organization:
	+ **narrative structure**
	+ **structure of the essay**
	+ logical connection of sentences and ideas
	+ discourse markers
	+ bibliography
* literary elements:
	+ **characteristics of the short story and the myth**
	+ **stylistic devices**
	+ **registers of language**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 7**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating*** Organize and structure an oral presentation.
* Present own opinion on a **text** based on examples drawn from it.
* Write **texts** following the characteristics of the types of **texts** and **conventions studied**.
* Practice creative writing to develop a sense of the abstract and the imaginary.
* Use citations to substantiate own point of view.
* Use stylistic tools to enrich and improve one’s text.
* Improve own texts, being mindful of the quality of form and expression.
 | * language elements:
	+ sentence types and forms
	+ **verb moods and tenses** associated with the genres studied
* strategies studied:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
* tools to enrich a text**:**
	+ imagery
	+ connotation and denotation
	+ nuance
	+ varied vocabulary
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 8**

**BIG IDEAS**

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| The effectiveness of an argument lies as much in the way ideas are organized as in the argument itself. |  | Our environment influences our perceptions and shapes our **texts**. |  | Through their **texts**, authors share their identity, culture, perception of the world, and portrait of the era with readers. |

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| By organizing ideas and relying on a variety of sources, the originator supports his or her point of view and influences the recipient. |  | To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Identify the literary elements in a **text** and their role.
* Evaluate the objectivity or subjectivity of an author through clues found in a **text**.
* Question the assumptions, values or points of view presented in a **text,** using relevant arguments.
* Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society.
* Explain how descriptions create contextual subtleties that help readers to better understand a **text** and the author’s intentions.
* Compare Aboriginal and other **texts** based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches.
* Make connections between one’s own Francophone cultural reference points, those of others, and those found in **texts**.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in poetry, novels, and argumentative texts:** text organization:
	+ **narrative structure**
	+ **structure of argumentative texts**
* literary elements:
	+ **characteristics of the novel**
	+ **characteristics of poetry**
	+ **descriptive elements**
	+ point of view
	+ **stylistic devices**
* language elements:
	+ the **role of complex sentences**
	+ overall impression
* strategies studied:
	+ **communication and socialization**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 8**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating*** Adapt expression to generate an emotional response in one’s audience.
* Identify the non-verbal reactions of interlocutors, and adjust discourse accordingly, in order to be better understood and to be more persuasive.
* Write **texts** following the characteristics of the types of **texts** and **language conventions studied.**
* Write argumentative **texts** that are convincing and well-structured.
* Enrich one’s texts using descriptive elements.
* Improve own texts, being mindful of the quality of form and expression.
 | * + **reading**
	+ **writing**
* elements for enriching a text**:**
	+ imagery
	+ connotations and denotations
	+ nuance
	+ lexical fields
	+ choice and variety of vocabulary
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 9**

**BIG IDEAS**

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| Authors can cast a critical gaze on social issues through their works**.** |  | Stage adaptations offer a way to look at a work differently. |  | Certain **texts** are timeless and, as such, reflect values that transcend the social context from which they emerge. |

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| The **“character effect”** depends on both implicit and explicit elements. |  | To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization. |  | Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures. |  | Communicating in French helps to develop a sense of belonging to a Francophone **community**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:***Exploring and Reflecting*** Determine an author’s implicit message or vision on the basis of specific clues.
* Identify choices in **stage adaptations** and explain their effects.
* Situate a work in its context by relying on author biographies and textual clues related to the socio-historical dimension of a **text**.
* Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society.
* Clarify the criticisms conveyed through fables and identify the target audience.
* Recognize the importance of **dramatization** in the genres studied.
* Identify the elements that help to define the **“character effect.”**
* Recognize the similarities and differences between texts from different socio-historical contexts.
* Recognize the literary diversity in the French-speaking world and among Aboriginal communities.
 | *Students are expected to be able to know and understand the following,* ***particularly*** *in fables, plays, and* ***comparative essays****.** text organization:
	+ **narrative structure**
	+ **structure of the fable**
	+ **comparative essays**
* literary elements:
	+ **characters**
	+ **characteristics of the fable**
	+ **characteristics of the play**
	+ **stylistic devices**
* language elements:
	+ **types of discourse**
	+ registers of language
* strategies:
	+ **communication and socialization**
	+ **reading**
	+ **writing**
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**Area of Learning: FRANÇAIS LANGUE PREMIÈRE Grade 9**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| **Creating and Communicating*** Share one’s reactions to the themes in a **text**.
* Use different stylistic elements to create an effect on the recipient.
* Prepare and present stagings of portions of **texts** or complete **texts**.
* Write **texts** following the characteristics of the types of **texts** and **language conventions studied**.
* Improve own **texts**, being mindful of the quality of form and expression.
 | * elements for enriching a text:
	+ imagery
	+ idiomatic expressions
	+ richness and variety of vocabulary
	+ lexical field
 |