**Area of Learning: CORE FRENCH Grade 11**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition  of French. |  | The communicative context determines how we express ourselves. |  | Language and culture are interconnected and shape our perspective, identity, and voice. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding of our own cultural identity. |  | Acquiring French provides a unique opportunity to access and interact with the Francophone world. |  | Developing proficiency in French provides diverse **opportunities**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Explore and interpret a wide variety of **texts** * Identify **perspectives** in texts * Use a range of **strategies to support communication** * Derive and negotiate meaning in a wide variety of **contexts** * **Respond personally** to a variety oftexts * Make **word choices** and adjust register to express intended meaning * Adjust speech and writing to reflect different **purposes** * Engage in meaningful **conversations** on a variety of **topics of interest** * Express themselves with increasing fluency, both orally and in writing * **Narrate** **stories**, bothorally and in writing   Personal and social awareness   * Explore **regional variations** in French * Explore Francophone cultural expression * Exploreconnections between **language and culture** * Recognize that language and culture have been influenced by the **interactions of First Peoples and Francophone communities** in Canada * Explore the **importance of story** in personal, family, and community identity * **Engage** in experiences with Francophone communities and people * Identify and explore personal, educational, and professional opportunities requiring proficiency in French | *Students are expected to know the following:*   * commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:   + **questions**   + **sequences** of events   + predictions   + personal experiences   + **opinions**   + **comparisons and contrasts** * **elements of a variety of types of texts** * **register and language etiquette** * **idiomatic expressions** from across *la francophonie* * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: CORE FRENCH Grade 12**

**BIG IDEAS**

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| Language learning is a lifelong process. |  | With increased proficiency in French, we can discuss and justify opinions with nuance and clarity. |  | Sharing our feelings, opinions, and beliefs in French enhances our identity as  French speakers. |  | Appreciation of Francophone cultures allows us to understand and explore global issues with greater awareness. |  | Exploring diverse **forms of** **cultural expression** promotes a greater understanding  and appreciation of  cultures worldwide. |  | Becoming more proficient in French allows us to explore diverse **opportunities**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Explore and interpret a wide variety of **texts** * Recognize different **purposes**, degrees of formality, and **perspectives** in a variety of texts * Use a range of **strategies to support communication** * Derive and negotiate meaning in a wide variety of **contexts** * **Respond personally** to a variety oftexts * Make **word choices** and adjust register to express intended meaning * Adjust speech and writing to reflect different purposes * Engage in meaningful **conversations** on avariety of **topics of interest**,both orally and in writing * **Express themselves** effectively, with increasing fluency and accuracy, both orally and in writing * Evaluate and respond to the opinions of others * **Narrate** **stories**, both orally and in writing   Personal and social awareness   * Explore **regional variations** in French * Explore cultural expression in **diverse communities** * Exploreconnections between **language and culture** * Recognize that language and culture have been influenced by the **interactions of First Peoples and Francophone communities** in Canada * **Engage** in experiences withFrancophone communities and people * Identify and explore personal, educational, and professional opportunities requiring proficiency in French * Identify and exploreopportunities to **continue language acquisition** beyond graduation | *Students are expected to know the following:*   * commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:   + **questions**   + **sequences** of events   + **doubts, wishes, possibilities, and hypothetical situations**   + explanations of **needs, emotions, and opinions** * **register and language etiquette** * **idiomatic expressions** from across *la francophonie* * ethics of **cultural appropriation** and plagiarism |