**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
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**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
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