

The Ontario Curriculum Grades 11 and 12

French As a Second Language – Core, Extended, and Immersion French



2000

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Introduction

The Ontario Curriculum, Grades 11 and 12: French As a Second Language – Core, Extended, and Immersion French, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and in September 2002 for students in Grade 12. This document replaces the parts of *French Core Programs: Curriculum Guideline for the Primary, Junior, Intermediate and Senior Divisions, 1980* that relate to Grades 11 and 12, and the *Curriculum Guideline: Ontario Academic Courses, French as a Second Language, 1986*.

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The FSL Curriculum

The study of French is an important part of the secondary school curriculum. French is not only one of Canada's two official languages, but is also widely used around the world.

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students can strengthen their first-language skills and enhance their critical and creative thinking abilities; they also tend to become more tolerant and respectful of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The aim of the new French as a second language (FSL) curriculum is to prepare students to perform effectively in the challenging world they will face by providing them with the skills they will need to communicate in a second language. To make the curriculum relevant to students' lives, knowledge and skills are taught in contexts that reflect their interests and experiences. Students will be able to choose from courses that lead to study at the postsecondary level or to the workplace, depending on their individual interests, strengths, and aspirations.

The FSL Programs

The FSL curriculum comprises three programs: Core French, Extended French, and French Immersion. These programs reflect students' differing needs in studying French and are designed to provide students with different levels of intensity in developing their French-language knowledge and skills.

Core French. The aim of the Core French program is to provide students with fundamental communication skills in French and an understanding of the nature of the language and its culture. Core French offers students the chance to develop a usable command of the French language that can be expanded through further study or through contact with French-speaking people. By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read – with the help of a dictionary – books, magazines, and newspapers in French; and will be able to understand the general meaning of radio and television news and other programs.

Extended French. The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. By the end of the four-year program, students will be able to converse freely on familiar topics; will be able to read – with the occasional help of a dictionary – books, magazines, and newspapers in French; and will be able to function in a French-speaking community.

Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French.

French Immersion. The aim of the French Immersion program is to develop and refine students' ability to communicate in French as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will be able to participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language.

Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

The purpose of this document is to set the minimum expectations for each of the Core French, Extended French, and French Immersion programs. These expectations build on the principles underlying the Grade 9 and 10 FSL programs. As students move through the grades in the secondary curriculum, the expectations for each program increase in scope, complexity, and sophistication. Students are required to use the French language with greater fluency, proficiency, and accuracy in an increased range of situations, and they apply their language skills in more challenging and complex ways.

Programs in French As a Second Language

Overview of the Programs

The Core French, Extended French, and French Immersion programs differ in intensity but share a common purpose: to develop students' oral communication (listening and speaking), reading, and writing skills in the French language. All programs emphasize the development of these skills, using a thematic approach and incorporating the use of a variety of media resources.

French must be the language of communication in class, so students can practise speaking in French and consistently hear French spoken. Learning activities must contain a balance of oral communication, reading, and writing skills appropriate to the type of course. In addition, these skills should be taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them.

In each course, students are taught a range of specific language structures, which they are expected to master by the end of the course. Previously acquired grammar concepts and language structures should be continuously reviewed and refined throughout the years of study.

As students study French, they gain an appreciation of French literature and an understanding of French societies around the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into daily instruction rather than presented in an isolated fashion or on an occasional basis.

The FSL programs will benefit all students regardless of whether or not they plan post-secondary studies in French. There are, however, significant differences in focus and in the language competence expected of students in each course. The longer exposure to French instruction provided by the Extended and Immersion programs allows students to acquire a greater knowledge of the language and greater effectiveness in its use.

In any given grade, students may count credits in only one type of program – Core, Extended, or Immersion French – towards their secondary school diploma.

Two types of FSL courses are offered in the Core French program in Grades 11 and 12: university preparation courses and open courses. Students who wish to transfer from an open course in Grade 11 to a university preparation course in Grade 12 as a result of a change in their postsecondary plans will be required to take a transfer course to make up the difference in course content. Only university preparation FSL courses are offered in the Extended French and French Immersion programs. (See *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.)

Courses in French As a Second Language, Grades 11 and 12

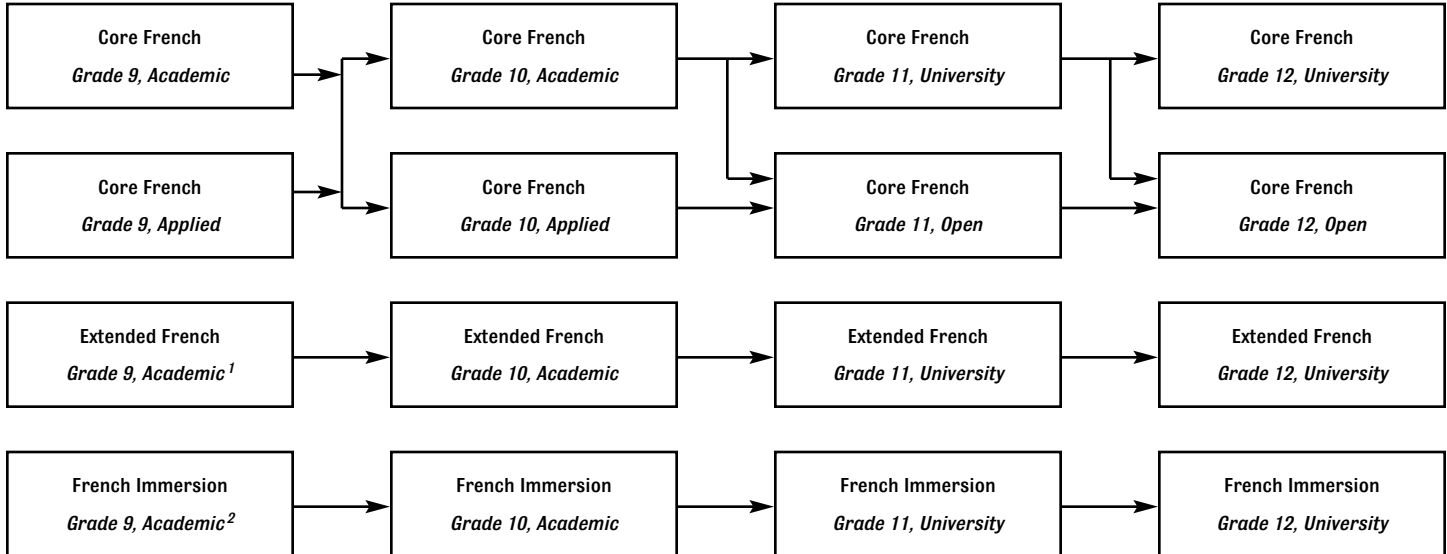
Grade	Course Name	Course Type	Course Code	Prerequisites
11	Core French	University	FSF3U	Grade 10 Core French, Academic
11	Core French	Open	FSF3O	Grade 10 Core French, Applied or Academic
12	Core French	University	FSF4U	Grade 11 Core French, University
12	Core French	Open	FSF4O	Grade 11 Core French, Open or University
11	Extended French	University	FEF3U	Grade 10 Extended French
12	Extended French	University	FEF4U	Grade 11 Extended French
11	French Immersion	University	FIF3U	Grade 10 French Immersion
12	French Immersion	University	FIF4U	Grade 11 French Immersion

Notes

- 1) Each of the courses listed above is worth one credit.
- 2) Any FSL course will meet the secondary school diploma requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in Grade 9.

Prerequisite Chart for French As a Second Language, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them.



Notes

1. The prerequisite for Grade 9 Extended French is the elementary Extended French program or the elementary French Immersion program, or equivalent.
2. The prerequisite for Grade 9 French Immersion is the elementary French Immersion program, or equivalent.

Students who have successfully completed elementary Extended French or French Immersion programs and do not wish to pursue further studies in these programs should be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills.

A Note About Credits. Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

In Grades 9-12, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

Teaching Approaches

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively; independently and with teacher direction; through hands-on activities; and through the study of examples followed by practice. There is no single correct way to teach or to learn. The nature of the FSL curriculum calls for a variety of strategies for learning. The strategies should vary according to the curriculum expectations and the needs of the students.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The curriculum expectations for all FSL courses are organized into three strands: oral communication, reading, and writing. The language structures that students are expected to learn through work done in the three strands are outlined for Grade 11 Core French on page 16, for Grade 12 Core French on page 25, for Grades 11 and 12 Extended French on page 34, and for Grades 11 and 12 Immersion French on page 43.

Oral Communication. The development of strong oral communication skills provides the foundation for students to read and write effectively. Students should have numerous opportunities both to listen to and speak French for practical purposes in everyday situations.

Reading. Reading is a complex process that provides a bridge between speech and writing. A well-balanced reading program will provide students with opportunities to consolidate language learned orally, build vocabulary, and develop comprehension skills. Students should read a wide range of materials for information and enjoyment. These materials should be appropriate to their age, interests, and level of proficiency in French.

Students should develop and use a range of reading strategies to determine the meaning of a text – for example, using previous knowledge and context clues; using knowledge of word families and root words; making inferences; rereading; skimming text for information.

Writing. From their experience with oral communication and reading, students acquire the skills they need to become good writers who are able to communicate ideas and opinions with ease and clarity. As students read a variety of written texts, they increase their vocabulary and learn to vary their sentence structure, their organizational approach, and the voice they use in their writing. Students' writing activities, in turn, support and reinforce their oral language skills. Students should produce a variety of forms or types of writing, such as descriptions, letters, journal entries, advertisements, brochures, summaries, reviews, dialogues, poems, short stories, questionnaires, newspaper articles, essays, and reports. Writing activities that are seen by students as meaningful and that challenge them to think critically and creatively will help them achieve a fuller and more lasting mastery of the language.

The skills needed to produce clear and effective writing include: organizing and developing ideas logically; choosing the form of writing and level of language appropriate to the audience and the purpose for writing; choosing words, phrases, and language structures that are effective in conveying one's message; using correct grammar, spelling, and punctuation; revising to improve the development and organization of ideas; editing to correct errors in grammar, vocabulary, spelling, and punctuation.

Note: The texts and media works referred to in the expectations are those intended for a French-speaking audience at an appropriate level of difficulty. The term “media works” refers to material found in media that is frequently used in classrooms to provide real-life experiences – for example, radio and television documentaries and dramas, news reports, sports programs, newspaper and magazine articles, brochures, films and videos, newspaper advertisements, television commercials, movie posters.

Core French, Grade 11, University Preparation

(FSF3U)

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond in a variety of ways to a range of media works and spoken texts;
- express ideas and opinions in self-directed conversations and discussions;
- make oral presentations on a variety of topics;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- mime or re-enact the actions described in a recorded story, dramatization, or poem;
- extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;
- give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);
- ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions.

Speaking

By the end of this course, students will:

- prepare an argument based on researched information;
- dramatize a scene from a text read in class;
- express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;
- participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

- present a report based on the results of a questionnaire on a current issue (e.g., the use of drugs in sports);
- create a media presentation (e.g., a news report, an interview, a political debate).

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues;
- use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary and informational texts;
- apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);
- expand their understanding of francophone culture around the world through their reading;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- summarize articles or short stories to present key information;
- identify and describe the elements of a story (e.g., characters, setting, plot, climax);
- analyse fictional characters and explain their motivations;
- read independently a short novel or a play (100–150 pages) and respond by answering questions, summarizing the plot, and discussing the main ideas and supporting details;
- write a multi-paragraph critique of a literary text based on their interpretation;
- use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- identify formal and informal language used by authors in various literary genres;
- compare the form and style of various genres (e.g., short stories, poems, essays, plays);
- use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- create written texts expressing their ideas and opinions for a variety of audiences;
- write in a variety of forms, adjusting the language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write a review of a text, a movie, or a play studied in class, including a summary of the plot and their personal reactions and recommendations;
- write a dialogue or short drama illustrating the roles and reactions of characters found in a text studied in class;
- write a multi-paragraph text commenting on a situation or defending an opinion;
- write an essay (approximately 500 words) based on a personal experience.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- identify correctly the indicators for parts of speech (e.g., *n.* for noun, *adj.* for adjective) that are found in a dictionary;
- incorporate newly acquired vocabulary into their written work;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Core French, Grade 11, Open

(FSF3O)

This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic or Applied

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond in a variety of ways to media works and spoken texts;
- express ideas and opinions in self-directed conversations and discussions;
- make oral presentations on a variety of topics;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- follow a series of directions (e.g., how to reach a particular destination);
- respond to media works (e.g., radio broadcasts, videos) by summarizing content, interpreting meaning, and adding information;
- take point-form notes on oral reports, discussions, and spoken texts (e.g., recorded readings of short stories);
- ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions.

Speaking

By the end of this course, students will:

- present an argument, a point of view, or researched information relating to a topic under study;
- role-play situations based on a topic under study (e.g., applying for a passport, discussing personal finances with a bank employee);
- contribute to class or small-group discussions (e.g., suggest topics for discussion, present points of view, agree or disagree with classmates);

- give individual or group presentations based on their research (e.g., of a francophone country), incorporating audio and visual aids;
- create a media presentation (e.g., a news report, an interview, a travelogue).

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words and expressions (e.g., by recognizing cognates, word families, metaphors);
- identify and use particular vocabulary items used in Canada that are different from those used in other French-speaking regions (e.g., clothing size, travel items).

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of media works that relate to everyday situations and personal experience;
- read a wide range of texts to gather information and to expand their knowledge of the French language;
- expand their understanding of francophone culture around the world through their reading;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- read and prepare written summaries of a variety of media texts (e.g., magazine and newspaper articles, travel pamphlets);
- read independently a short novel or a play (a minimum of 60 pages) and respond by answering questions, summarizing the plot, and discussing the main ideas and supporting details;
- skim a text for specific information or to determine the writer's point of view;
- research and organize information (e.g., by writing notes, compiling lists and charts) and report on their findings.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- identify stylistic devices in reading materials (e.g., similes, metaphors, contrasts);
- identify and model language conventions used in brochures, menus, visa and passport applications, and directions;
- use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in short written texts;
- write in a variety of forms, adjusting the language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write in a variety of forms (e.g., a paragraph expressing an opinion, a poem, a newspaper article, a brochure, a research report);
- complete an application (e.g., for a passport, a visa, other related travel documents);
- write a formal letter requesting information (e.g., to an embassy, a consulate, a tourist centre, a Chamber of Commerce);
- write a journal entry detailing a day's activities (e.g., sites visited, cultural events, interactions with the local people);
- use information obtained from research to complete a written task (e.g., an itinerary or a timetable that includes details and descriptions for a trip);
- prepare and conduct a survey, summarize findings, and present a written report.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- identify correctly indicators for parts of speech (e.g., *n.* for noun, *adj.* for adjective) that are found in a dictionary;
- incorporate newly acquired vocabulary into their written work;
- use French-English dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Language Structures

Core French, Grade 11

Students should recognize and use these language structures in all three strands.

	University Preparation	Open
Nouns and Pronouns	<ul style="list-style-type: none"> – expressions of quantity + <i>de</i> + a noun (e.g., <i>une paire de bottes, une douzaine de chapeaux, beaucoup d’hommes, peu d’enfants</i>) – use of all relative pronouns, including <i>dont, ce dont, and où</i> – demonstrative pronouns (<i>celui, celle, ceux, celles</i>) – position of two object pronouns with imperatives (e.g., <i>Envoyez-les-moi. Ne m’en faites pas parvenir.</i>) 	<ul style="list-style-type: none"> – expressions of quantity + <i>de</i> + a noun (e.g., <i>une paire de bottes, une douzaine de chapeaux, beaucoup d’hommes, peu d’enfants</i>) – use of all relative pronouns, including <i>dont, ce dont, and où</i> – demonstrative pronouns (<i>celui, celle, ceux, celles</i>)
Verbs	<ul style="list-style-type: none"> – formation of the <i>plus-que-parfait, futur antérieur, and conditionnel passé</i> of <i>-er, -ir, -re</i> verbs and irregular verbs – sequence of tenses with <i>si</i> using the <i>plus-que-parfait</i> and the <i>conditionnel passé</i> (e.g., <i>Si j’étais allé à New York, je serais allé voir une pièce de théâtre.</i>) – sequence of present and past tenses used in indirect discourse (e.g., <i>Le premier ministre a dit qu’il allait parler de ce sujet dans un communiqué de presse. On nous a dit que l’explosion avait eu lieu à 15 h.</i>) – formation and use of the <i>participe présent</i> (e.g., <i>En me promenant dans le quartier, j’ai vu une mouffette dans le garage d’un voisin.</i>) – recognition of the <i>passé simple</i> as the literary tense equivalent to the <i>passé composé</i> 	<ul style="list-style-type: none"> – sequence of tenses with <i>si</i> using the <i>imparfait</i> and the <i>conditionnel présent</i> (e.g., <i>Si j’étais malade, j’irais chez le médecin.</i>) – use of the <i>subjonctif présent</i> with impersonal expressions (e.g., <i>il faut, il est important, il est essentiel</i>) (e.g., <i>Il faut que les élèves fassent leurs devoirs.</i>) – <i>passé composé</i> of reflexive and pronominal verbs (e.g., <i>Je me suis habillé. Nous nous sommes rencontrés au centre commercial.</i>) – recognition of the <i>passé simple</i> as the literary tense equivalent to the <i>passé composé</i>

Core French, Grade 12, University Preparation

(FSF4U)

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, University Preparation

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond in a variety of ways to a wide range of media works;
- express and justify ideas and opinions in self-directed conversations and discussions on a variety of issues;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- summarize the content of a variety of media works (e.g., full-length films, recorded debates, songs, television and radio programs);
- demonstrate an understanding of oral presentations by classmates and other speakers (e.g., by relating the content to other contexts, discussing alternative viewpoints, predicting future trends);
- listen to and demonstrate an understanding of text spoken in a variety of French accents (by restating the main idea, identifying specific information, agreeing or disagreeing with the author's point of view).

Speaking

By the end of this course, students will:

- express, support, and explain their viewpoints in formal debates related to topics under study;
- give a researched presentation (minimum 5 minutes in length) supported by point-form notes and visual materials, and answer questions posed by classmates;

- use critical-thinking skills in responding to classmates' presentations (e.g., analyse the information, develop a counter-argument);
- dramatize a scene from a play to demonstrate an understanding of its plot and characterization;
- analyse an issue under discussion and recommend possible solutions.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- use newly acquired vocabulary in conversation;
- use stylistic devices (e.g., juxtaposition, similes, metaphors, hyperbole) to add interest to their spoken French.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary and informational texts;
- apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgements about the issues raised);
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- demonstrate an understanding of articles, short stories, poems, song lyrics, novels, and plays (a minimum of 300 pages in total) studied in class (e.g., by summarizing content, interpreting meaning, analysing information or opinions presented);
- read independently a novel or a play (100–150 pages) and respond by answering questions, summarizing the plot, discussing the main ideas and supporting details, and relating the issues raised to a new context;
- identify the writer's intent or point of view in songs, poems, short stories, novels, plays;
- compare ideas in two or more texts (e.g., written by the same author or dealing with the same subject or theme);
- apply specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) in preparing an assignment.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- compare and contrast the form and style of various genres (e.g., essays, short stories, newspaper articles, plays, poems, song lyrics);
- use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;
- recognize language conventions used in formal and informal language;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express their ideas and opinions logically and coherently in written texts;
- create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write a review of a text, movie, or play as an independent study, including a summary of the plot and their personal reactions and recommendations;
- write and present a monologue to analyse and interpret the role and reactions of a character from a text studied in class;
- write an article or a poem expressing their point of view on a topic;
- write a dialogue to present two sides of an issue (e.g., reactions to an event of national or international interest);
- write a research paper (a minimum of 1000 words) stating and defending their position on an issue;
- revise their writing to ensure that ideas and opinions are clearly presented.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- apply conventions that relate to research essays (e.g., table of contents; use of quotations, footnotes, and bibliography);
- incorporate newly acquired vocabulary into their written work;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Core French, Grade 12, Open

(FSF4O)

This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students will give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, Open or University Preparation

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond in a variety of ways to a range of media works;
- express and justify ideas and opinions in self-directed conversations and discussions on a variety of business-related issues;
- make oral presentations on a variety of topics;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- understand and participate in spontaneous conversations (e.g., when working with classmates on a collaborative project);
- take point-form notes while listening to discussions, news reports, and short stories, and refer to them in oral or written assignments;
- ask questions and make comments to clarify, evaluate, and provide feedback on classmates' presentations.

Speaking

By the end of this course, students will:

- use critical-thinking skills in responding to classmates' presentations (e.g., analyse the information, elaborate on the ideas presented);
- role-play situations (e.g., seeking information, resolving conflicts between people) based on a topic under study;

- contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);
- give a researched presentation on a business topic (e.g., an analysis of the coverage of a business news story, a review of careers where knowledge of French is an asset);
- conduct a mock interview, referring to information contained in a prepared résumé.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- use newly acquired vocabulary in conversation.

Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a wide variety of texts that relate to business or the workplace;
- apply critical thinking as they read (e.g., analyse information, identify the issues raised, go beyond the surface meaning);
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);
- gather, organize, and interpret information as part of a written assignment (e.g., development of a business plan);
- make judgements based on their reading (e.g., the suitability of a job candidate based on his or her résumé and letters of reference);
- expand their understanding of the workplace through reading a selection of manuals, pamphlets, business magazines, and career profiles, and summarize and explain their findings.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- identify and explain vocabulary related to the business world;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express and support their ideas and opinions in writing;
- create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write in a variety of forms (e.g., résumés, covering letters, a business plan, a job profile);
- select criteria, prepare a series of questions, and design an appropriate form (e.g., for rating job applicants), and evaluate responses;
- create a media work (e.g., a brochure, a video, a website) to present a company profile;
- write a formal analysis of a current issue, giving their interpretation as to its causes and recommending how it could be resolved.

Application of Language Conventions

By the end of this course, students will:

- recognize and apply appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and the conventions of style;
- incorporate newly acquired vocabulary into their written work;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Language Structures

Core French, Grade 12

Students should recognize and use these language structures in all three strands.

	University Preparation	Open
Nouns and Pronouns	<ul style="list-style-type: none"> – possessive pronouns (e.g., <i>le mien, la tienne, le vôtre, les nôtres</i>) – interrogative pronoun <i>lequel</i> (e.g., <i>Lequel des deux garçons est votre fils?</i>) – use of the pronoun <i>on</i> to reflect the English passive (e.g., <i>Ici on parle français.</i> French is spoken here.) – relative pronoun <i>lequel</i> (e.g., <i>Voilà la raison pour laquelle il est parti si vite.</i>) 	<ul style="list-style-type: none"> – possessive pronouns (e.g., <i>le mien, la tienne, le vôtre, les nôtres</i>) – interrogative pronoun <i>lequel</i> (e.g., <i>Lequel des deux garçons est votre fils?</i>)
Verbs	<ul style="list-style-type: none"> – tense sequence in past narration (<i>passé composé, imparfait, plus-que-parfait</i>) (e.g., <i>Quand je suis arrivé chez mon ami, il regardait le match de football. Il avait déjà mis les amuse-gueule devant la télé.</i>) – use of the <i>subjonctif présent</i> after conjunctions (e.g., <i>sans que, de peur que, à moins que</i>) – verbs of perception (e.g., <i>écouter, entendre, regarder</i>) and <i>laisser</i> followed by the infinitive (e.g., <i>Je regarde jouer les enfants. Je les laisse jouer dans la cour.</i>) – sequence of present and past tenses with <i>les expressions temporelles</i> (e.g., <i>depuis, ça fait, il y a</i>) (e.g., <i>Il habite ici depuis deux ans. Ça fait deux ans qu'il habite ici. Il y a deux ans qu'il est parti de sa ville natale.</i>) – formation and use of the <i>subjonctif passé</i> of <i>-er, -ir,</i> and <i>-re</i> verbs and irregular verbs – formation and use of the <i>infinitif passé</i> (e.g., <i>Après avoir regardé les nouvelles, je me suis couché.</i>) – <i>faire causatif</i> (e.g., <i>Le prof fait toujours visionner les films dans la grande salle.</i>) – use of the <i>subjonctif présent</i> after expressions of emotion, wish, order, permission (e.g., <i>Je suis content qu'il puisse venir. Il veut que je vienne aussi. J'aimerais que mes devoirs soient faciles.</i>) 	<ul style="list-style-type: none"> – formation of the <i>plus-que-parfait, futur antérieur,</i> and <i>conditionnel passé</i> of <i>-er, -ir, -re</i> verbs and irregular verbs – formation and use of the <i>participe présent</i> (e.g., <i>En me promenant dans le quartier, j'ai vu une mouffette dans le garage d'un voisin.</i>) – sequence of present and past tenses with <i>les expressions temporelles</i> (e.g., <i>depuis, ça fait, il y a</i>) (e.g., <i>Il habite ici depuis deux ans. Ça fait deux ans qu'il habite ici. Il y a deux ans qu'il est parti de sa ville natale.</i>) – use of the <i>subjonctif présent</i> after expressions of emotion, wish, order, permission (e.g., <i>Je suis content qu'il puisse venir. Il veut que je vienne aussi. J'aimerais que mes devoirs soient faciles.</i>)
Prepositions and Conjunctions	<ul style="list-style-type: none"> – <i>peut-être</i> vs. <i>peut-être que</i> (e.g., <i>Va-t-il venir? Peut-être. vs. Peut-être qu'il va venir.</i>) 	<ul style="list-style-type: none"> – <i>peut-être</i> vs. <i>peut-être que</i> (e.g., <i>Va-t-il venir? Peut-être. vs. Peut-être qu'il va venir.</i>)
Negation	<ul style="list-style-type: none"> – use and position of <i>ne . . . jamais, ne . . . rien, ne . . . nulle part, ne . . . personne, ne . . . plus, ne . . . aucun</i> (e.g., <i>Je n'ai jamais lu ce rapport. Personne n'est venu me rendre visite quand j'étais malade.</i>) – negative infinitives (e.g., <i>C'est un film à ne pas manquer.</i>) 	<ul style="list-style-type: none"> – use and position of <i>ne . . . jamais, ne . . . rien, ne . . . nulle part, ne . . . personne, ne . . . plus, ne . . . aucun</i> (e.g., <i>Je n'ai jamais lu ce rapport. Personne n'est venu me rendre visite quand j'étais malade.</i>) – negative infinitives (e.g., <i>C'est un film à ne pas manquer.</i>)

Extended French, Grade 11, University Preparation

(FEF3U)

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 10, Academic

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond in a variety of ways to a wide range of spoken texts and media works;
- discuss and debate topics based on class discussions, individual research, and personal interests;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- follow a series of complicated live or recorded instructions (e.g., how to prepare a complete meal);
- take point-form notes during a classmate's or a guest's presentation, and refer to these notes in participating in a question-and-answer discussion about the presentation;
- summarize and answer questions in response to media works (e.g., videos, radio broadcasts) and explain their points of view.

Speaking

By the end of this course, students will:

- express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;
- give a presentation based on research and respond appropriately to questions from the audience;
- express themselves clearly and coherently in impromptu discussions on topics under study;

- prepare and conduct a survey on a topic under study, compile results, and present their findings in a report;
- participate in a panel discussion by contributing ideas, supporting interpretations and viewpoints, and elaborating on and questioning the ideas of others.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
- use newly acquired vocabulary in conversations, discussions, and presentations;
- identify and correct anglicisms and errors in their speech;
- incorporate colloquialisms and idiomatic expressions into their speech;
- select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
- interpret a range of texts and apply the knowledge acquired in other contexts;
- extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- summarize, orally or in writing, selections from a variety of genres (e.g., short stories, novels, articles, poems);
- read an assigned work of fiction, summarize the plot, and explain and justify a character's motivation;
- extract specific information from statistical data (e.g., charts, graphs) and present it in an organized way;
- draw a conclusion or form an opinion about an issue after reading several points of view;
- compare two works by the same author or works by different authors dealing with the same theme;
- interpret a text by presenting it in another format (e.g., changing a narrative into a play).

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
- compare and contrast the form and style of two different genres;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;
- adjust the language used in their writing to suit the purpose and the audience;
- organize their writing so that ideas and information are clearly, logically, and coherently presented;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write a magazine article to persuade the audience to accept a certain point of view;
- write a critique of a film or a literary work to present and defend an opinion;
- develop a narrative or a description from a picture or series of pictures;
- write letters in an appropriate style for a variety of purposes (e.g., responding to an advertisement, expressing support for a political movement);
- write an essay (500–1000 words), presenting facts and arguments to support their point of view;
- revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- quote sources with appropriate footnotes and compile a bibliography for a written assignment;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Extended French, Grade 12, University Preparation

(FEF4U)

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 11, University Preparation

Oral Communication

Overall Expectations

By the end of this course, students will:

- respond to a wide range of spoken texts and media works;
- discuss and debate topics based on class discussions, individual research, and personal interests;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- understand and explain different points of view made during an interview or a debate;
- demonstrate an understanding of media works by expressing ideas and opinions about points of view and issues discussed;
- identify the inferences made during radio or television broadcasts;
- demonstrate the ability to detect nuances of language in various forms of oral communication.

Speaking

By the end of this course, students will:

- present orally an independently researched topic and respond to questions from the audience;
- summarize in sequence the essential points of a narration or discussion;
- use facts to support or refute arguments or opinions;
- provide spontaneous and appropriate answers to questions on a variety of topics;

- participate in large- and small-group discussions, round-tables, and debates relating to a particular theme by explaining and justifying their points of view and reacting to those of their classmates;
- lead a group discussion on a particular topic by encouraging individual participation, inviting comments from group members, and asking questions to stimulate the discussion.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);
- use newly acquired vocabulary in conversations, discussions, and presentations;
- identify and correct anglicisms and errors in their speech;
- incorporate colloquialisms and idiomatic expressions into their speech;
- select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
- interpret a wide range of texts and apply the knowledge acquired in other contexts;
- extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- explain how an author’s background and philosophy (as presented in biographical and critical works) are reflected in the author’s writing;
- interpret the motivation of characters in a novel or play and predict possible consequences of the characters’ actions;
- read excerpts from a range of authors and describe the main characteristics of one or more French literary movements (e.g., *le classicisme*, *le théâtre de l’absurde*);
- summarize the plot of a novel or a play and identify the main themes;
- identify and explain different points of view in articles, essays, and books dealing with the same issues.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);
- demonstrate an understanding of the purpose of prefaces, prologues, and epilogues;
- compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- express ideas and opinions in a variety of written forms, demonstrating the ability to extract and analyse information from a range of sources;
- adjust the language used in their writing to suit the purpose and the audience;
- organize their writing so that ideas and information are clearly, logically, and coherently presented;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write expositions, descriptions, and narrations, using a style and language appropriate to different purposes and audiences;
- write a creative text (e.g., a fable), modeling the style of a French author;
- write reports based on research related to a topic under study;
- rewrite a story in their own words, using descriptive prose or dialogue and incorporating other elements to add interest (e.g., clip art);
- write a formal essay (1000–1500 words), complete with footnotes and bibliography, on a topic under study;
- revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);
- quote sources with appropriate footnotes and compile a bibliography for a written assignment;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Language Structures

Extended French, Grades 11 and 12

Students should recognize and use these language structures in all three strands.

	Grade 11	Grade 12
Nouns and Pronouns	<ul style="list-style-type: none"> – interrogative pronoun <i>lequel</i> (e.g., <i>Lequel des deux garçons est votre fils?</i>) – relative pronoun <i>lequel</i> (e.g., <i>Voilà la raison pour laquelle il est parti si vite.</i>) – disjunctive pronouns (e.g., <i>moi, toi, eux, elles</i>) following a preposition (e.g., <i>Il marche vers toi.</i>) used with <i>-même(s)</i> (e.g., <i>C'est toi, Paul? Oui, moi-même.</i>), and used independently (e.g., <i>Qui est là? Moi.</i>) 	<ul style="list-style-type: none"> – indefinite pronouns (e.g., <i>plusieurs, personne, tout, aucun, rien, chacun</i>)
Verbs	<ul style="list-style-type: none"> – formation of the <i>plus-que-parfait</i>, <i>futur antérieur</i>, and <i>conditionnel passé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs and irregular verbs – use of the <i>futur simple</i> and <i>futur antérieur</i> after conjunctions of time (e.g., <i>Quand ils arriveront, je serai content. Lorsqu'il m'aura téléphoné, je sortirai.</i>) – sequence of tenses with <i>si</i> using the <i>plus-que-parfait</i> and the <i>conditionnel passé</i> (e.g., <i>S'il avait fait chaud cet été, on aurait nagé dans le lac.</i>) – use of the <i>subjonctif présent</i> after expressions of emotion, doubt, wish, order, permission (e.g., <i>C'est dommage que tu ne viennes pas avec nous. Elle n'est pas certaine qu'il soit malade. Je voudrais que tu le fasses. Je préfère que tu fasses tes devoirs maintenant.</i>) – formation and use of the <i>participe présent</i> (e.g., <i>En me promenant dans le quartier, j'ai vu une mouffette dans le garage d'un voisin.</i>) – recognition of the <i>passé simple</i> as the literary tense equivalent to the <i>passé composé</i> 	<ul style="list-style-type: none"> – use of the <i>subjonctif présent</i> after conjunctions (e.g., <i>sans que, de peur que, à moins que</i>) – verbs of perception (e.g., <i>écouter, entendre, regarder</i>) and <i>laisser</i> followed by the infinitive (e.g., <i>Je regarde jouer les enfants. Je les laisse jouer dans la cour.</i>) – formation and use of the <i>subjonctif passé</i> of <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs and irregular verbs – <i>faire causatif</i> (e.g., <i>Le prof fait toujours visionner les films dans la grande salle.</i>) – formation of the <i>voix passive</i> (e.g., <i>L'aéroport a été construit en 1995.</i>)

French Immersion, Grade 11, University Preparation

(FIF3U)

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 10, Academic

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of various forms of media works (e.g., films, television documentaries);
- express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- identify and demonstrate an understanding of a range of accents as well as some dialects from the francophone world (e.g., accents and expressions from different regions of France and Canada);
- react to issues expressed in media reports, films, oral presentations (e.g., by analysing and agreeing or disagreeing with the point of view put forward);
- identify and interpret the emotion and intention of a speaker (e.g., by interpreting tone of voice, facial expressions, gestures, and nuances of language).

Speaking

By the end of this course, students will:

- defend or refute a point of view as a follow-up to a classroom experience (e.g., participate in a panel discussion after viewing a film or a play or reading a poem);
- lead a group discussion on a particular topic by encouraging individual participation, asking questions to stimulate an exchange of views, clarifying and summarizing ideas and comments put forward, and moderating the discussion;

- present an independently researched paper (15–20 minutes in length) based on a literary topic (e.g., the relationship between authors' works and the period in which they wrote), and respond to questions from the audience;
- debate formally and informally issues arising from their reading of literary and other works.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);
- use newly acquired vocabulary in conversations, discussions, and presentations;
- identify and correct anglicisms and errors in their speech;
- incorporate colloquialisms and idiomatic expressions into their speech;
- select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

By the end of this course, students will:

- read a variety of literary and other works to gain an appreciation of francophone culture around the world;
- interpret a wide range of texts and apply the knowledge acquired in other contexts;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- interpret the message contained in poems, songs, or fables written by a variety of authors (e.g., Renaud Séchan, Gilles Vigneault, La Fontaine);
- identify and describe a recurring theme (e.g., childhood experiences) in the works of a particular author (e.g., Gabrielle Roy);
- compare cultural similarities and differences found in two to three French-speaking communities described in reading material;
- discuss a literary work, identifying the author's literary style and describing the characters' development;
- identify and describe the author's purpose in a literary or non-fiction work and explain how the work reflects contemporary issues or concerns.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);
- recognize the vocabulary variations typical of different geographical areas where French is spoken (e.g., *magasiner* – Québec, *faire des courses* – France; *charrue* – Québec, *chasse-neige* – France);
- compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- use regional dictionaries (e.g., a dictionary of Canadian French) to become familiar with language diversities from region to region.

Writing

Overall Expectations

By the end of this course, students will:

- create written texts based on class discussions, individual research, or topics of personal interest;
- write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- select the appropriate form and style to communicate ideas, information, and opinions;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- write in a variety of forms (e.g., a précis of stories or articles, a newspaper article);
- write letters in an appropriate style for a variety of purposes (e.g., applications, résumés, business and personal letters);
- write an essay (a minimum of 500 words) that presents arguments to defend an opinion;
- produce a plan for a research project, including specific questions to be answered, a list of sources to be consulted, and an estimate of the time required for each stage of the project;
- write a well-organized research paper (1000–1500 words) complete with footnotes and bibliography;
- revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- identify anglicisms used in their written work;
- quote sources using appropriate footnotes and compile a bibliography for a written assignment;
- use regional dictionaries (e.g., a dictionary of Acadian French) to become familiar with language diversities from region to region;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

French Immersion, Grade 12, University Preparation

(FIF4U)

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 11, University Preparation

Oral Communication

Overall Expectations

By the end of this course, students will:

- understand the content and interpret the message conveyed by a variety of media works;
- speak with native-like fluency on a variety of topics ranging from personal life to global issues;
- express and explain abstract ideas;
- use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- demonstrate an understanding of media works by expressing ideas and opinions about the points of view and issues discussed;
- demonstrate an understanding of complex, informal conversations delivered with normal clarity and speed (e.g., in *québécois*, in French films);
- identify and explain errors and inconsistencies in persuasive speech (e.g., contradictions, factual errors, and false generalizations in media reports or debates).

Speaking

By the end of this course, students will:

- express clearly and confidently their personal point of view in informal discussions;
- deliver a well-organized, well-thought-out presentation clearly and with confidence;
- debate formally and informally issues arising from reading selections;

- expand upon issues arising from viewing or listening to media works by analysing the message, expressing their point of view, and suggesting possible solutions.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- use newly acquired vocabulary in conversations, discussions, and presentations;
- identify and correct anglicisms and errors in their speech;
- incorporate colloquialisms and idiomatic expressions into their speech;
- select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

By the end of this course, students will:

- read a range of literary and other works to deepen their appreciation of francophone culture around the world;
- research a range of source materials to clarify their ideas and verify their points of view;
- analyse and interpret complete works or excerpts from works in a variety of genres;
- identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

By the end of this course, students will:

- describe how different authors have dealt with the same themes in their works (e.g., customs, morals of the period) and relate the authors' approach to the nature of the society in which they lived;
- explain how an author's background and philosophy (as presented in biographical and critical works) are reflected in the author's writing;
- demonstrate an understanding of different points of view on controversial issues expressed in articles or essays (e.g., by presenting arguments for and against each point of view);
- analyse, critique, and interpret written text and persuade an audience to accept the author's point of view;
- identify and explain errors and inconsistencies in argumentative writing (e.g., newspaper articles, letters to the editor, political essays, philosophical works);
- identify the main characteristics of several French literary movements (e.g., *le classicisme*, *le romantisme*).

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- identify vocabulary typical of various historical periods;
- select vocabulary and language structures to enhance the clarity and precision of their speech;
- compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

By the end of this course, students will:

- write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- express and explain abstract ideas in their writing;
- write essays and research papers on a variety of topics;
- use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

By the end of this course, students will:

- create a piece of imaginative writing, presenting a personal point of view other than their own (e.g., the personal diary of a fictional or historical character);
- use figurative language to express imagination and fantasy (e.g., in poems, songs, short stories, fables, legends);
- write an essay (a minimum of 500 words) presenting a series of arguments to support a particular point of view;
- write a formal research paper (1500–2000 words), complete with footnotes and bibliography;
- revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;
- observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);
- identify anglicisms used in their written work;
- use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Language Structures

French Immersion, Grades 11 and 12

Students should recognize and use these language structures in all three strands.

	Grade 11	Grade 12
Nouns and Pronouns	<ul style="list-style-type: none"> – indefinite pronouns <i>plusieurs, chacun, personne, aucun, rien</i> 	
Verbs	<ul style="list-style-type: none"> – <i>participe passé</i> used as an adjective (e.g., <i>Arrivés à Paris, ils sont allés au restaurant.</i>) – use of the <i>participe passé composé</i> to describe an action that takes place before another one (e.g., <i>Ayant pris l'avion, ils sont vite arrivés à Montréal.</i>) – verbs of perception (e.g., <i>écouter, entendre, regarder</i>) and <i>laisser</i> followed by the infinitive (e.g., <i>Je regarde jouer les enfants. Je les laisse jouer dans la cour.</i>) – formation and use of the <i>subjonctif passé</i> of <i>-er, -ir, and -re</i> verbs and irregular verbs – use of the <i>subjonctif présent</i> and <i>subjonctif passé</i> after conjunctions (e.g., <i>sans que, de peur que, à moins que</i>) – recognition of the <i>passé simple</i> as the literary tense equivalent to the <i>passé composé</i> 	<ul style="list-style-type: none"> – use of the <i>subjonctif</i> after indefinite expressions (e.g., <i>Je cherche quelqu'un qui sache la réponse.</i>) – use of <i>on</i> and <i>se</i> to avoid the passive (e.g., <i>On construira la maison l'année prochaine. La porte se fermera à minuit.</i>)

Note: The Grade 12 French Immersion course will consolidate all language structures studied throughout the French Immersion program.

Some Considerations for Program Planning in French As a Second Language

Teachers who are planning a program in French as a second language must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that are particularly relevant for FSL program planning are noted here.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

There are a number of technical and learning aids that can assist FSL teachers in meeting the needs of exceptional students as set out in their IEP. Some students may require a Braille, a personal amplification system, an oral or a sign-language interpreter, a scribe, or specialized computer programs.

The Role of Technology in the Curriculum. Students will be expected to use French computer programs as well as computer-assisted learning modules developed for second-language learners. The introduction of Internet access has been an important innovation in the area of language study, since the use of e-mail enables both students and teachers to communicate directly with French speakers. Through the Internet, students can "talk" to key-pals from regions or countries where French is spoken. Teachers may also use the Internet to set up class projects with some language learners.

Audio cassettes, CDs, radio broadcasts, television programs, videos, and films are crucial to students' study of the French language. By means of these technologies, students can hear French as it is spoken in various regions around the world, and can observe many aspects of the culture and everyday life of francophone societies.

Career Education. The FSL programs provide students with relevant contexts within which they can explore their interests and demonstrate their abilities and aptitudes as they work together to develop their French-language communication skills. Students also learn how having a working knowledge of French expands the range of career opportunities that they can pursue both in Canada and internationally.

The Achievement Chart for French As a Second Language

The achievement chart that follows identifies four categories of knowledge and skills in French as a second language – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- a standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in French as a second language can be constructed by reading from top to bottom in the column of the achievement chart headed “70–79% (Level 3)”.

Achievement Chart – Grades 11 and 12, French As a Second Language

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of language forms and conventions	– demonstrates limited knowledge of language forms and conventions	– demonstrates some knowledge of language forms and conventions	– demonstrates considerable knowledge of language forms and conventions	– demonstrates thorough knowledge of language forms and conventions
– understanding of content	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking/Inquiry	The student:			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language	– uses language with limited accuracy and effectiveness	– uses language with some accuracy and effectiveness	– uses language with considerable accuracy and effectiveness	– uses language with a high degree of accuracy and effectiveness
– communication for different audiences and purposes, using various forms	– communicates with a limited sense of audience and purpose, using few appropriate forms	– communicates with some sense of audience and purpose, using some appropriate forms	– communicates with a clear sense of audience and purpose, using appropriate forms	– communicates with a strong sense of audience and purpose, using appropriate forms

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Application	The student:			
– application of knowledge and skills in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with moderate effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
– use of the language in new contexts	– demonstrates limited ability in using the language in new contexts	– demonstrates some ability in using the language in new contexts	– demonstrates considerable ability in using the language in new contexts	– demonstrates a high degree of ability and confidence in using the language in new contexts
– making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

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