

FRENCH AS A SECOND LANGUAGE

THREE-YEAR

PROGRAM OF STUDIES

(Grade 10 to Grade 12)

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Preface

The FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) is a legal document that specifies the minimum performance outcomes for student learning within a three-course sequence. These outcomes are defined in terms of the contexts for language learning, the communicative acts that students will engage in and the repertoire needed to carry out these acts.

This document contains an introduction, a list of underlying assumptions, philosophy statements, and general and specific outcomes for the following three courses:

- French 10-3Y
- French 20-3Y
- French 30-3Y.

An appendix is provided as supplementary information.

Introduction

The FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12) defines outcomes for students in their study of French over three courses: French 10-3Y, French 20-3Y and French 30-3Y.

Overarching goal

The overarching goal of this program of studies is that by the end of French 30-3Y, students can understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures, and can use the cultural and strategic knowledge they have gained to sustain their communication.

Key skills, understandings and attitudes

The intent of this program of studies is to develop the following skills, understandings and attitudes in students:

- a desire to learn French for personal benefit
- an awareness that the French language is used in other parts of the province, country and world as a medium for learning and communication
- an awareness of the skills and strategies required for intercultural communication
- an awareness that through technology, students can access many different Francophone cultures
- an interest in life-long learning about peoples and cultures
- a growing ability to direct one's own learning by reflecting on one's progress and autonomously selecting appropriate learning strategies
- an expansion of students' knowledge and awareness of experiences and perceptions of other people beyond their immediate experience
- respect for cultural and linguistic diversity.

Reasons for learning French

Students at the high school level may choose to learn French for a range of reasons. These may include the reasons listed below.

- The ability to understand, speak, read, write and interact in French allows students to communicate with French-speaking people throughout the world. This includes more than 250 million people in 33 countries.
- French is one of Canada's two official languages. It is also an official language of the European Union, the United Nations and the International Olympic Committee.
- Learning French in Alberta and in Canada provides students with a heightened awareness of and sensitivity to cultural and linguistic diversity in this country.
- Learning about Francophone individuals, communities and institutions provides students with insight into Canada's Francophone reality.
- Learning French develops awareness that a language influences the way in which its speakers view themselves and the world, and that this outlook can be very different from that of the students' view of themselves and the world.
- Learning French broadens students' ability to travel and study in French-speaking regions of Canada and abroad.

Personal benefits

The learning of a second or additional language involves risk-taking and adapting to the unknown. As a result, second-language learners tend to be more flexible and able to adapt to new situations, which is an asset in an ever-changing world. The learning of additional languages can also result in enhanced cognitive functioning, such as an increased ability to conceptualize and think abstractly. Second-language learners often demonstrate a greater degree of divergent thinking and creativity.

Learning about other languages and cultures allows students to gain a deeper insight into their own language and culture. It also fosters understanding and respect among peoples, cultures and countries.

Furthermore, learning additional languages provides students with a broader range of educational, career-related and leisure opportunities.

ASSUMPTIONS

The following are statements of assumptions that have guided the development process of this FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12).

- This program of studies is designed for students who have had no prior instruction in French before entering high school.
- For some students, the study of French may represent a third or additional language, if they have learned a different language at home or at school prior to Grade 10.
- The social act of communicating is at the core of this program of studies. This involves interaction between individuals, i.e. being involved simultaneously in the comprehension, interpretation and expression of messages.
- Students are both at the centre of and responsible for their learning. They are able to learn skills needed for the development of learner autonomy.
- The classroom context allows students to learn by interacting and collaborating with peers.
- The classroom setting is a place to experience a range of contexts for language use. Through simulation and role-play, students can prepare for authentic encounters that they could potentially experience beyond the classroom setting.
- Language learning is integrative, i.e., each additional element presented must be integrated in the students' language repertoire in order to be acquired and used.
- Language learning is cyclical, i.e., it involves constant repetition and reintegration of knowledge and skills. As particular words, structures, patterns or other elements are encountered and processed on multiple occasions, learners' awareness of their meanings, purposes and uses grows. Each outcome in the program of studies is not simply presented once to students. Instead, students need multiple opportunities to encounter, process and make use of the repertoire elements defined in the outcomes.

- As the use of technologies becomes increasingly prevalent, students may wish to use the Internet as a means of continuing their exploration of the French language and of Francophone cultures as a part of their life-long learning outside of the classroom. Because of this, students will, while in the classroom setting, require ample exposure to language learning strategies, and will require opportunities to develop and use these strategies. This will facilitate their understanding of oral and written texts and their ability to express themselves orally and in written form in French.

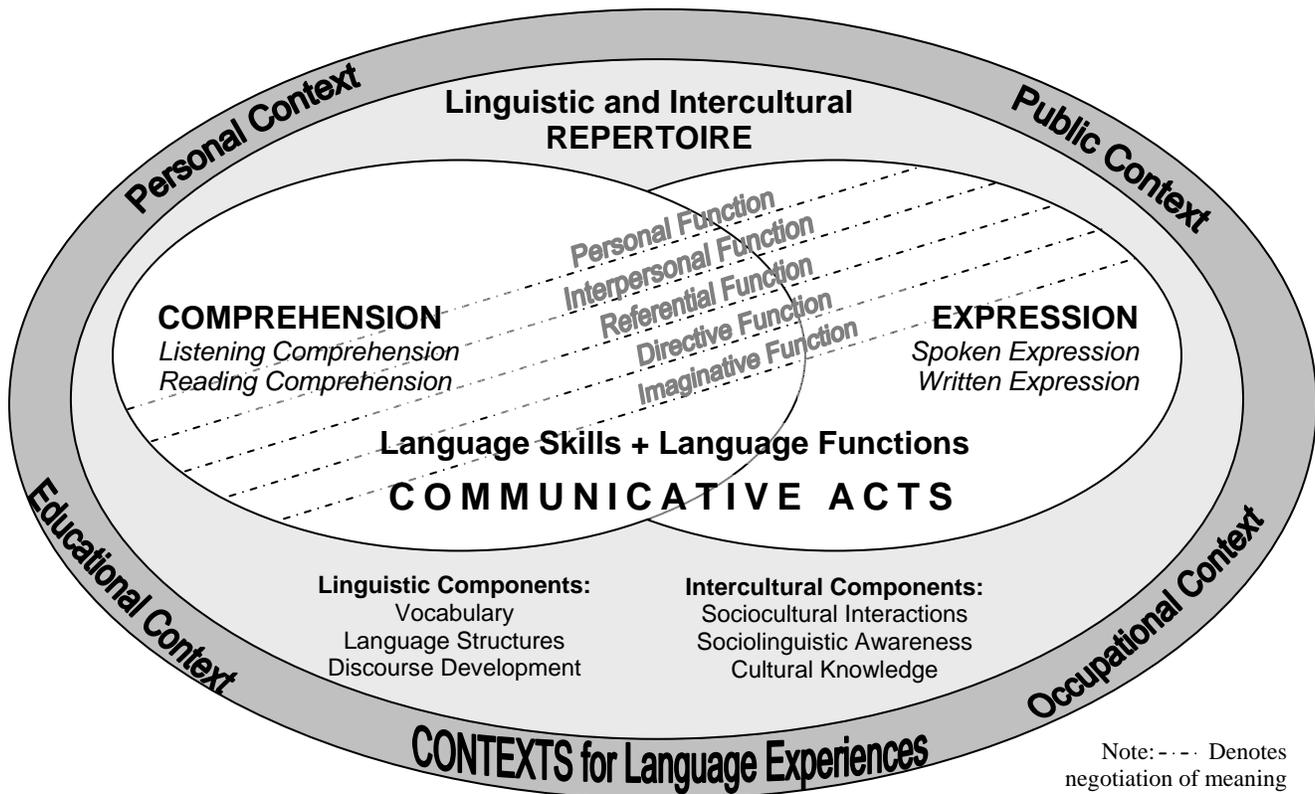
Philosophy

This program of studies reflects an **action-oriented approach** to language teaching and learning. In second-language learning, as in first-language acquisition, the use of language is an active endeavour. The act of learning language and the act of using language engage each other reciprocally. As students use language, they learn it and as they learn language they use it.

An action-oriented approach to language learning recognizes that language is used to carry out specific actions related to various purposes or functions of language within specified contexts. These actions involve any combination of language skills. Users of a language draw on a large repertoire of linguistic, interpersonal and sociolinguistic knowledge when comprehending and using language.

Design of the program of studies

This program of studies is comprised of three components: *Contexts* (language experiences in context); *Communicative Acts* (language skills and functions for communicative purposes); and *Repertoire* (linguistic, intercultural and cultural repertoire needed for communicative purposes). It is based on the premise that students acquire language knowledge, skills and attitudes over time, but that within a three-course sequence students can access and gain sufficient language in French to communicate basic needs, express desires, and use it for creative and aesthetic purposes. Although each component is described separately, they in fact work as a cohesive entity that supports students in their understanding and use of French within the reality of a three-course sequence timeframe. The following illustration depicts the essence of this program of studies.



Note: - - - Denotes negotiation of meaning

CONTEXTS FOR
LANGUAGE
EXPERIENCES

In this program of studies, language experiences, which give rise to different communicative acts, are situated within one of four **contexts**: the personal, educational, public or occupational context. The *personal context* includes aspects of the students' lives that have a direct influence on who they are, the relationships they have with others (family, friends, classmates) and their areas of personal interest. As such, for this context teachers will need to be sensitive to students who may not wish to share personal information about who their family members are or on aspects of their home or personal life. The *educational context* refers to the students' school-life and the activities related to school such as school sports teams and clubs, in addition to future educational plans or training. The *public context* includes activities that occur within shared public spaces such as stores or restaurants or that involve the media or popular culture. The *occupational context* refers to the area of jobs, employment and careers and to related experiences such as researching different occupations, career planning and job searches.

Certain language experiences have been identified for particular attention in each course in order to provide a degree of commonality and continuity within the three-year course sequence. However, the program of studies does provide for flexibility and choice when it comes to the selection of additional language experiences students can undertake to develop a wider range of communicative acts. The choice of these experiences will be left to the teacher and the students in terms of needs and interests.

COMMUNICATIVE
ACTS

In day-to-day life, people draw upon their experiences as they carry out communicative acts. A communicative act consists of a language skill (comprehension skills and/or oral or written expression) used to achieve a particular purpose, that is, to carry out a specific language function. These acts always occur within a context.

In this program of studies, these communicative acts are defined in terms of the language skills being developed and the language functions required to understand and communicate messages orally and/or in written form. These acts range from simple, concrete messages to language used in more complex ways, in keeping with what is attainable within a three-course sequence. This means that students in this course will develop the four language skills using French language structures that will permit them to communicate effectively with other speakers of the language, albeit in a limited fashion. The language skills are developed through the fulfilment of language functions, which are encountered in contexts that are familiar to the students. These language functions also increase in number as more vocabulary and language structures are added to the students' repertoire.

Language skills

The **language skills** are divided into two skill sets: *comprehension* and *expression*. **Comprehension** involves deriving meaning or significance for a particular purpose from a spoken text (listening comprehension) or a written text (reading comprehension). **Expression** involves the creation of spoken or written text for a particular purpose and audience. At the point where comprehension and expression intersect is the **negotiation of meaning** which involves an interactive process between these skill sets. This interactive process requires the individual to glean meaning from what is being said or read, to interpret it and to react to

this interpretation orally and/or in written form, often in alternation with other individuals who may or may not be physically present.

Native speakers are continuously involved in communicative acts that require the use of different language skills in order to achieve specific purposes within a particular context; e.g., they use their reading comprehension skills to gather information when scanning a Web site related to travel information; or they use their speaking skills to give a stranger directions to a specific location. Similarly, language learners make use of their developing language skills, i.e. listening comprehension, reading comprehension, spoken and written expression, in order to carry out a range of communicative acts for different purposes and in varying contexts.

Language functions Communicative acts, then, involve the comprehension and expression skills in conjunction with the **functions of language**, which fall into five main categories: personal function, interpersonal function, referential function, directive function and imaginative function, each of which forms the basis of a separate stream of outcomes within this section of the program of studies.

These categories are defined in the following manner:

PERSONAL FUNCTION = language used to express personal thoughts, needs, emotions, perspectives and beliefs

INTERPERSONAL FUNCTION = language used to socialize; i.e., to form, maintain, sustain and change interpersonal relations

REFERENTIAL FUNCTION = language used to seek, gather, process and impart information

DIRECTIVE FUNCTION = language that is used to direct, influence and manage one's own or others' actions

IMAGINATIVE FUNCTION = language used for creative purposes, for entertainment and personal enjoyment

The categories are then further subdivided into the specific communicative acts that define the reason for the communication. Although not specifically identified in the program of studies in this manner, these functions may be categorized as follows:

PERSONAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> ▪ expressing personal preferences 	<ul style="list-style-type: none"> ▪ expressing a liking for something or someone ▪ expressing a dislike for something or someone ▪ expressing a preference for someone or something
<ul style="list-style-type: none"> ▪ expressing basic or personal needs 	<ul style="list-style-type: none"> ▪ expressing a physical state of being ▪ expressing a need for food, water, sleep ▪ expressing a need for someone or something ▪ expressing a want or a desire

INTERPERSONAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> expressing basic or personal needs 	<ul style="list-style-type: none"> expressing other's need for food, water, sleep expressing other's need for someone or something expressing other's physical state of being
<ul style="list-style-type: none"> establishing common ground with others 	<ul style="list-style-type: none"> asking about others' well-being asking about others' needs asking about others' likes, dislikes, preferences, wants and desires asking about others' feelings and emotions
<ul style="list-style-type: none"> expressing the preferences of someone else 	<ul style="list-style-type: none"> expressing someone's liking for something or someone expressing someone's dislike for something or someone expressing someone's preference for something
<ul style="list-style-type: none"> sustaining relations with others 	<ul style="list-style-type: none"> expressing concern for another's well-being congratulating someone expressing and/or acknowledging gratitude expressing well wishes giving someone a compliment

REFERENTIAL FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> providing information 	<ul style="list-style-type: none"> naming people, places, emotions, feelings or things providing information about people, places, things, time, dates and events providing a definition providing an explanation providing a summary providing a translation describing oneself, someone or something describing one's feelings describing one's emotions explaining something reporting factual information
<ul style="list-style-type: none"> recalling information 	<ul style="list-style-type: none"> indicating whether one knows or does not know something indicating if someone remembers or forgets someone or something
<ul style="list-style-type: none"> seeking information 	<ul style="list-style-type: none"> requesting information about people, places, things, time, dates and events asking for a definition asking for an explanation asking whether one knows or does not know someone or something asking if someone has remembered or forgotten someone or something
<ul style="list-style-type: none"> processing information 	<ul style="list-style-type: none"> enumerating people, places, emotions, feelings or things indicating a sequence of events classifying words, ideas

DIRECTIVE FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> demanding an action 	<ul style="list-style-type: none"> issuing a command forbidding someone to do something
<ul style="list-style-type: none"> suggesting an action 	<ul style="list-style-type: none"> providing directions providing instructions providing advice

- providing suggestions
- requesting an action
 - asking someone to do something
 - asking for help
 - asking for directions or instructions
 - asking for suggestions
 - asking for advice
- dealing with permission
 - seeking or requesting permission
 - inquiring whether others have permission to do something
- dealing with obligations and expectations
 - asking whether one is obligated or not obligated to do something
- repairing communication
 - asking for confirmation of understanding
 - asking for clarification
 - asking for repetition of all or of a portion of what was said
 - asking to have something spelled out
 - asking to have something written down
 - asking for someone to speak more slowly

IMAGINATIVE FUNCTION	Specific Communicative Acts
<ul style="list-style-type: none"> ▪ generating new ideas, solutions 	<ul style="list-style-type: none"> ▪ brainstorming ideas ▪ describing an image or visualization of someone or something ▪ generating ideas
<ul style="list-style-type: none"> ▪ developing new texts, ideas, solutions 	<ul style="list-style-type: none"> ▪ creating personal texts
<ul style="list-style-type: none"> ▪ responding to creative ideas or texts 	<ul style="list-style-type: none"> ▪ discussing an idea or a text ▪ reading a joke or cartoon ▪ listening to a funny story ▪ enjoying word play, rhythm or sounds of spoken language

The purpose of this table is to provide teachers with the breadth of functions in which students can engage. The list is by no means exhaustive; rather, it represents the functions that students in this course sequence will more than likely encounter and develop.

While some communicative acts clearly involve a single language function, more commonly a range of functions are employed within a single spoken or written exchange. For example, someone may ask a question of someone else about their state of being (interpersonal function). The respondent would issue a reply (personal function). The topic may turn to a request for information about something (referential function) or to a request to do something for someone (directive function). The exchange could also involve a brainstorm of ideas related to the writing of a simple poem for a friend who is sick (imaginative function). As a result, students could engage in the use of a number of language functions depending upon the context and the communicative needs. Therefore, contexts will set the stage for the types of communicative acts in which students will engage.

REPertoire:
LINGUISTIC AND
INTERCULTURAL
ELEMENTS

In order to carry out communicative acts, users of language draw from their repertoire of linguistic and intercultural elements as they express their meaning and comprehend the meanings expressed by others. An individual's repertoire expands with each communicative act, as it is through language that awareness, knowledge and skills are developed and expressed.

Repertoire
Components

In this program of studies, the repertoire component is comprised of two facets: the *Linguistic* subcomponent, consisting of the Vocabulary, Language Structures and Discourse Development categories; and the *Intercultural* subcomponent, which includes Sociocultural Interactions, Sociolinguistic Awareness and Cultural Knowledge. Together, these subcomponents contain the elements required for communication.

In the Repertoire section, each category is identified by the letter R, representing the word *Repertoire* and a number which simply signifies the category. The numbering system is used to assist teachers in their instructional planning and assessment processes. The numbers are in no way indicative of a sequential or hierarchical ordering to language learning; rather, the linguistic elements have been grouped and organized so as to facilitate the presentation of the elements. A distinction is also made between understanding a linguistic concept and its use. The purpose behind this distinction is that in certain cases the understanding of the concept will occur well before the student is able to apply it. For example, the concept of gender is easily acquired; however, its application takes much longer as students need to learn the gender of each and every word they encounter before they can apply the concept in a consistent manner. It is important that teachers are cognizant of this distinction for assessment purposes.

R 1 refers to the Vocabulary items needed to carry out simple interactions within each of the contexts and language experiences identified. The vocabulary includes the most frequently-used words, phrases and expressions used by speakers of the language. In general, students will recognize and comprehend a greater number of vocabulary items than they will be able to use. Also included in this category is the use of cognates for vocabulary development and knowledge outcomes related to the evolution of the French language.

R 2 outcomes refer to the Language Structures and Discourse Development elements students will acquire in this three-year course sequence. The elements have been grouped by major grammatical categories such as prepositions, verb conjugation patterns by tense and sentence patterns. These outcomes also include matters related to word and sentence order, as well as the recognition of grammatical words that function as signposts to aid in the comprehension of spoken or written texts. These outcomes help students learn how to navigate within a text.

R 3 and **R 4** outcomes relate to the subcomponent of intercultural skills.

R 3 outcomes are tied to Sociocultural Interactions and Sociolinguistic Awareness. Sociocultural interactions refers to the appropriate language used in given interpersonal encounters. For example, students need to be cognizant of the appropriate forms of address used in different Francophone cultures. For example, they need to learn that in certain situations, it is appropriate to call a teacher by his or her first name whereas in other situations, to use the teacher's

first name is a sign of disrespect. These outcomes are tied directly to the contexts and language-learning experiences in which students are to engage. The sociolinguistic awareness outcomes relate to the rules and conventions governing oral and written communications. By acquiring knowledge in this area, students will have an opportunity to gain insight into the cultural workings of the French language. These conventions include such things as to how the date is expressed in French; the rules for capitalization, which differ in some ways from English; and the punctuation marks and spacing rules, which also differ from English. Exploration of these differences can enhance students' knowledge of their first language, whether it is English; or another language, and can help them to develop a positive attitude toward the learning of languages in general.

R 4 defines outcomes related to the concept of *la francophonie* by exploring Francophone cultures at the local, provincial, national and international levels. Students' learning will focus on comparing and contrasting their daily lives with those of Francophones with respect to common themes such as dating practices, family traditions, leisure activities and other areas of particular interest to the students. In this way, students are afforded the opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves. The ability to compare and contrast information helps develop intercultural skills and promotes greater acceptance of linguistic and cultural diversity. Providing students with opportunities to view others as they are, helps them become less ethnocentric while at the same time helping them to confirm their own cultural identity and promote global citizenship.

Strategy use

An integral part of this program of studies pertains to the recognition, development and use of strategies. Learners and users of language make use of a wide range of strategies in order to carry out communicative acts; to learn, retain and recall linguistic knowledge; and to interact with others. Strategic outcomes have been embedded throughout the program of studies to demonstrate their importance in the acquisition of knowledge and language, as well as in personal development. As students become aware of the range of strategies that can be used to maximize success in language learning, they are expected to use those which best match their particular learning needs and in so doing, direct their own learning. Further, as students acquire an array of strategies, they will come to recognize their strengths as language learners and learn to overcome their challenges in areas causing them difficulty.

Outcomes related to strategy use are identified by a key symbol (⇄) which signifies the key to learning and opening up the mind to different ways of acquiring, retaining and sharing knowledge while developing the language skills. There are four broad categories of strategies in this program of studies: **communication** strategies for the comprehension and production skills; **vocabulary development** strategies; **general** strategies that encompass the acquisition of language structures, interpersonal skill development and information acquisition and transfer strategies; and **metacognitive** strategies that support the other three categories. To become successful learners and users of French, students will need to employ a range of strategies to facilitate and support their oral and written comprehension and expression, in addition to their acquisition of cultural and linguistic information. However, given that every student is an individual with differing learning needs, the program of studies does not specify exactly which strategies students are to identify, develop and use;

rather, it is expected that students be made aware of what strategies they can use and which ones they do use, while being exposed to new strategies.

Examples of the types of strategies that students can become exposed to, experiment with and develop are provided in the appendix. This list is by no means exhaustive but provides teachers with the most probable strategies that students can access within the three-year course sequence.

Metacognitive strategies

In order to foster learner independence, students are asked to reflect on themselves as learners, looking at their strengths, their challenges as well as their learning style preferences as they move through the three-year course sequence. Given the linguistic complexity involved in the discussion and self-reflection related to one's learning, it is expected that this aspect of the program of studies will more than likely need to be addressed in English.

Integration of technology

The use of information and communication technologies (ICT) in the classroom reinforces students' technological skills. It also helps students recognize that French is used in real and authentic contexts outside of the classroom. The outcomes of this program of studies support the integration of technology into regular classroom practices. Using communication and information technologies allows students to tailor their communications to meet specific purposes and particular audiences.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is learning to do and is able to do. It is essential to the teaching and learning process. As students continue to develop their skills and use all of the facets of their linguistic, intercultural, cultural and strategic knowledge, they require regular feedback on their progress in order to develop an awareness of the ways in which they can improve and extend their learning.

The prescribed general and specific outcomes that follow indicate what students are to demonstrate at the end of each course in the three-year course sequence, while specifying the corresponding level of learner support that should be provided for each. These outcomes provide the sole basis for assessment. Students may benefit from learning or receiving information about additional linguistic or intercultural elements beyond those which are prescribed within the outcomes for each course; however, this additional knowledge is not to be assessed until the year in which it is prescribed. Assessment practices should be in keeping with the philosophy of this program of studies, should reflect a wide range of purposes for assessment and should include assessment *for* learning, assessment *as* learning as well as assessment *of* learning.

Definition of Outcomes

Learner outcomes define the knowledge, skills and attitudes that students must attain. These outcomes emphasize the ability to understand, express and negotiate meaning through spoken and written texts.

The three **general outcomes** define the overarching goal of the program of studies. Each general outcome relates to one of the components: *Contexts* (language experiences in context); *Communicative Acts* (language skills and functions for communicative purposes); and *Repertoire* (linguistic, intercultural and cultural repertoire needed for communicative purposes).

The **specific outcomes** define for each of the three courses the requisite contexts, language skills and functions students will develop through the acquisition of linguistic, intercultural and cultural knowledge as well as through the development of language learning strategies.

Each general outcome is broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent such that specific outcomes for each preceding course form the basis for the outcomes in the courses that follow. This progressive and developmental flow of learning allows students to continue to build knowledge and skills as they move through each course.

From French 10–3Y through to French 30–3Y, the outcomes increase in scope and complexity or indicate a progressive increase in learner autonomy. As such, many of the outcomes relate to targeted levels of learner support that show more student control over time. For example, specific outcomes in the repertoire component make reference to the following situations, which describe the various levels of learner support:

- *modelled* situations refer to the use of auditory or print models of the linguistic structures students are to understand and use, either provided by the teacher directly or contained within a text, and that students follow closely as they acquire and use these language elements
- *highly-structured* situations involve specific learning supports (scaffolds), allowing some degree of choice or variance, that are provided to learners so that they can acquire the language knowledge needed to participate in language experiences
- *structured* situations involve learning supports that are more open-ended in nature, and from which students are able to choose as they seek to express themselves while participating in language learning experiences
- *guided* situations still involve the support the teacher provides to the students in terms of language knowledge and its use, but in general, learners are beginning to rely less and less on models and other learning supports
- *nonguided* situations require that students rely on themselves for the most part to make linguistic choices based on previously taught material, and to select appropriate intercultural and/or cultural knowledge to understand and/or communicate their own messages.

Language growth is demonstrated through these incremental steps, moving from a high level of support early in student learning to decreased support as students become increasingly independent in their language use.

General Outcomes

CONTEXTS FOR
LANGUAGE
EXPERIENCES

Students will use their life and learning experiences related to specific contexts to understand a variety of messages in French and/or to express messages in French that have personal meaning.

COMMUNICATIVE
ACTS

Students will comprehend and express oral or written messages involving a variety of language functions related to various contexts and communicative purposes.

REPERTOIRE

Students will use their knowledge of familiar French language structures, as well as cultural and intercultural knowledge and interpersonal skills, to understand and express messages effectively and in context.

Specific Outcomes

General Outcome for CONTEXTS FOR LANGUAGE EXPERIENCES

Students will use their life and learning experiences related to specific contexts to understand a variety of messages in French and/or to express messages in French that have personal meaning.

Specific Outcomes for:

C – CONTEXTS FOR LANGUAGE EXPERIENCES

Students will understand and express in French, orally or in written form, a variety of messages related to ...

	10-3Y	20-3Y	30-3Y
Personal context	<ul style="list-style-type: none"> • language experiences in the personal context, including <ul style="list-style-type: none"> – identifying and describing themselves (10 C 1.1) – sharing personal preferences (10 C 1.2) – identifying, introducing and describing their family members (10 C 1.3) – identifying, introducing and describing their friends (10 C 1.4) – others that meet their needs and interests (10 C 1.5) 	<ul style="list-style-type: none"> • language experiences in the personal context, including <ul style="list-style-type: none"> – identifying and describing their hobbies, interests or collections (20 C 1.1) – describing personal friendships and relationships (20 C 1.2) – interacting with others at social outings (20 C 1.3) – others that meet their needs and interests (20 C 1.4) 	<ul style="list-style-type: none"> • language experiences in the personal context, including <ul style="list-style-type: none"> – identifying and describing their regular daily or weekly routines (30 C 1.1) – reflecting on their personal image and clothing style preferences (30 C 1.2) – describing their responsibilities within the home (30 C 1.3) – describing their childhood (30 C 1.4) – others that meet their needs and interests (30 C 1.5)

	10-3Y	20-3Y	30-3Y
Educational context	<ul style="list-style-type: none"> • language experiences in the educational context, including <ul style="list-style-type: none"> – identifying classroom supplies and furnishings (10 C 2.1) – expressing preferences and describing personal routines related to their course schedules (10 C 2.2) – participating in routine classroom interactions (10 C 2.3) – identifying areas of the school (10 C 2.4) – others that meet their needs and interests (10 C 2.5) 	<ul style="list-style-type: none"> • language experiences in the educational context, including <ul style="list-style-type: none"> – describing special activities, events or traditions occurring at their school (20 C 2.1) – participating in routine interactions with school personnel (20 C 2.2) – identifying tasks and responsibilities related to their schoolwork (20 C 2.3) – others that meet their needs and interests (20 C 2.4) 	<ul style="list-style-type: none"> • language experiences in the educational context, including <ul style="list-style-type: none"> – identifying French-language speakers or resources within the school community or through the use of the Internet (30 C 2.1) – reflecting on their future training or study opportunities (30 C 2.2) – expressing their perspectives on or feelings or emotions about aspects of school life (30 C 2.3) – others that meet their needs and interests (30 C 2.4)
Public context	<ul style="list-style-type: none"> • language experiences in the public context, including <ul style="list-style-type: none"> – identifying shopping venues typically found in a community (10 C 3.1) – participating in routine interactions related to purchases of food, clothing, school supplies (10 C 3.2) – becoming informed about current weather conditions (10 C 3.3) – becoming informed about community events and services (10 C 3.4) – identifying and describing selected Francophone public figures; e.g., public officials, sport or entertainment celebrities (10 C 3.5) – others that meet their needs and interests (10 C 3.6) 	<ul style="list-style-type: none"> • language experiences in the public context, including <ul style="list-style-type: none"> – identifying and recommending leisure and recreation opportunities found in communities (20 C 3.1) – describing a range of menu offerings at kiosks and restaurants found in communities (20 C 3.2) – identifying means of public transportation found in larger communities (20 C 3.3) – participating in routine interactions with community members; e.g., using leisure and recreation facilities, purchasing prepared foods and using public transportation. (20 C 3.4) – others that meet their needs and interests (20 C 3.5) 	<ul style="list-style-type: none"> • language experiences in the public context, including <ul style="list-style-type: none"> – identifying, describing and recommending tourist destinations within one’s own community as well as in selected Francophone communities (30 C 3.1) – discussing weather conditions associated with the geography and seasonal climate of selected tourist destinations (30 C 3.2) – participating in typical travel interactions; e.g., seeking and providing tourist information, navigating within a community, using foreign currency, seeking accommodations (30 C 3.3) – comparing the nature, design and availability of public spaces, facilities, and/or institutions within one’s own community and selected Francophone communities (30 C 3.4) – others that meet their needs and interests (30 C 3.5)

CONTEXTS

COMMUNICATIVE ACTS

REPERTOIRE

	10-3Y	20-3Y	30-3Y
Occupational context	<ul style="list-style-type: none"> • language experiences in the occupational context, including <ul style="list-style-type: none"> – naming paid or volunteer occupations of friends or family members (10 C 4.1) – others that meet their needs and interests (10 C 4.2) 	<ul style="list-style-type: none"> • language experiences in the occupational context, including <ul style="list-style-type: none"> – listing basic tasks related to a part-time job or volunteer positions within one’s community (20 C 4.1) – identifying agencies or organizations in the community from whom they can seek emergency assistance (20 C 4.2) – participating in routine interactions related to occupations found within the community; e.g., interacting with a customer, requesting emergency help, describing minor pain or symptoms (e.g., <i>J’ai un mal de tête</i>) (20 C 4.3) – others that meet their needs and interests (20 C 4.4) 	<ul style="list-style-type: none"> • language experiences in the occupational context, including <ul style="list-style-type: none"> – reflecting on their personal inventory of skills and aptitudes in relation to possible jobs or careers (30 C 4.1) – identifying steps related to job seeking (30 C 4.2) – participating in routine interactions related to job searching; e.g., requesting information about a job, recommending themselves or others for a particular job (30 C 4.3) – others that meet their needs and interests (30 C 4.4)

General Outcome for COMMUNICATIVE ACTS

Students will comprehend and express oral or written messages in French involving a variety of language functions related to various contexts and communicative purposes.

Specific Outcomes for:**A – LANGUAGE SKILLS AND FUNCTIONS***

Students will receive, process and/or express in French in familiar contexts, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Personal function	<ul style="list-style-type: none"> simple, concrete messages using known vocabulary and taught language structures related to personal needs, emotions and perspectives, involving familiar topics (10 A 1) 	<ul style="list-style-type: none"> messages using known vocabulary and some variation in taught language structures related to personal needs, emotions and perspectives, involving familiar topics (20 A 1) 	<ul style="list-style-type: none"> messages using familiar vocabulary and a variety of taught language structures related to personal needs, emotions and perspectives, involving familiar topics (30 A 1)
Interpersonal function	<ul style="list-style-type: none"> simple, concrete messages using known vocabulary and taught language structures in order to form, sustain and/or change interpersonal relations (10 A 2) 	<ul style="list-style-type: none"> messages using known vocabulary and some variation in taught language structures in order to form, sustain and/or change interpersonal relations (20 A 2) 	<ul style="list-style-type: none"> messages using familiar vocabulary and a variety of taught language structures in order to form, sustain and/or change interpersonal relations (30 A 2)
Referential function	<ul style="list-style-type: none"> simple, concrete messages using known vocabulary and taught language structures in order to seek, gather, process and impart very basic information on familiar topics (10 A 3) 	<ul style="list-style-type: none"> messages using known vocabulary and some variation in taught language structures in order to seek, gather, process and impart basic information on familiar topics (20 A 3) 	<ul style="list-style-type: none"> messages using familiar vocabulary and a variety of taught language structures in order to seek, gather, process and impart information on mostly familiar topics, but sometimes on unfamiliar topics (30 A 3)
Directive function	<ul style="list-style-type: none"> simple, concrete messages using known vocabulary and taught language structures, expressed one at a time, to direct, influence and manage their or another's actions (10 A 4) 	<ul style="list-style-type: none"> messages using known vocabulary and some variation in taught language structures, but still expressed one at a time, to direct, influence and manage their or another's actions (20 A 4) 	<ul style="list-style-type: none"> messages using familiar vocabulary and taught language structures, expressed in a sequence, to direct, influence and manage their or another's actions (30 A 4)

**For a list of possible functions by category, see pages 7 to 9.*

CONTEXTS

COMMUNICATIVE ACTS

REPertoire

	10-3Y	20-3Y	30-3Y
Imaginative function	<ul style="list-style-type: none"> concrete messages using a limited range of known vocabulary and taught language structures for simple aesthetic or imaginative purposes in relation to familiar topics (10 A 5) 	<ul style="list-style-type: none"> messages using known vocabulary and taught language structures for simple aesthetic or imaginative purposes in relation to familiar topics (20 A 5) 	<ul style="list-style-type: none"> messages using a variety of known vocabulary and taught language structures for aesthetic or imaginative purposes in relation to familiar topics (30 A 5)

**For a list of possible functions by category, see pages 7 to 9.*

STRATEGIES FOR COMMUNICATION

Students will ...

	10-3Y	20-3Y	30-3Y
Comprehension strategies	<ul style="list-style-type: none"> identify and develop, with guidance, the use of a variety of listening and reading comprehension strategies to facilitate and enhance understanding in French (10 A 6) 	<ul style="list-style-type: none"> select and use, with guidance, a variety of listening and reading strategies to facilitate and enhance understanding in French (20 A 6) 	<ul style="list-style-type: none"> select and use, independently, a variety of listening and reading strategies to aid comprehension (30 A 6)
Production strategies	<ul style="list-style-type: none"> identify and develop, with guidance, the use of a variety of speaking and writing strategies to support the expression of their messages in French (10 A 7) 	<ul style="list-style-type: none"> select and use, with guidance, a variety of speaking and writing strategies to support the expression of messages (20 A 7) 	<ul style="list-style-type: none"> select and use, independently, a variety of speaking and writing strategies to support the expression of messages (30 A 7)
Metacognitive strategies	<ul style="list-style-type: none"> monitor and reflect on their communicative abilities, with guidance (10 A 8) reflect on their strengths and challenges as language learners, with guidance (10 A 9) 	<ul style="list-style-type: none"> monitor and reflect on their communicative abilities, with some guidance (20 A 8) reflect on their strengths and challenges as language learners, with some guidance (20 A 9) 	<ul style="list-style-type: none"> monitor and reflect on their communicative abilities independently (30 A 8) reflect on their strengths and challenges as language learners independently (30 A 9)

General Outcome for REPertoire
 Students will use their knowledge of familiar French language structures, as well as cultural and intercultural knowledge and interpersonal skills, to understand and express messages effectively and in context.

Specific Outcomes for:

R 1 – VOCABULARY

Students will, orally or in written form ...

	10-3Y	20-3Y	30-3Y
Word knowledge	<ul style="list-style-type: none"> understand and use taught French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured and guided situations (10 R 1.1) 	<ul style="list-style-type: none"> understand and use a variety of French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured and guided situations (20 R 1.1) 	<ul style="list-style-type: none"> understand and use a variety of French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured, guided and sometimes nonguided situations (30 R 1.1)
Language awareness	<ul style="list-style-type: none"> understand and identify similarities in French and English words in terms of cognates and as a means of developing vocabulary (10 R 1.2a) recognize that certain words or expressions cannot be directly translated from French into English and vice versa (10 R 1.2b) recognize that French and English are in constant evolution, particularly in regard to words adopted from other languages (10 R 1.2c) 	<ul style="list-style-type: none"> recognize similarities and differences between French and English words in terms of cognates and <i>faux amis</i> (20 R 1.2a) recognize that certain words or expressions cannot be directly translated from French into English and vice versa (20 R 1.2b) recognize that the French language is in constant evolution by identifying examples of adopted words from other languages, including from Canada’s Aboriginal languages (20 R 1.2c) 	<ul style="list-style-type: none"> understand and identify common French homophones (e.g., <i>mère</i> and <i>mer</i>) that could interfere with understanding (30 R 1.2a) recognize that certain words or expressions cannot be directly translated from French into English and vice versa (30 R 1.2b) recognize that the evolution of the French language is influenced by changes in other cultural domains, such as food preparation, dance, fashion and world politics, by identifying words that have come into the French language from these domains (30 R 1.2c)

CONTEXTS

COMMUNICATIVE ACTS

REPertoire

	10-3Y	20-3Y	30-3Y
Pronunciation	<ul style="list-style-type: none"> pronounce familiar words correctly by associating sounds and symbols (10 R 1.3a) 	<ul style="list-style-type: none"> use correct pronunciation for familiar words and approximate correct pronunciation for unfamiliar words using knowledge of sound-symbol associations (20 R 1.3a) 	<ul style="list-style-type: none"> use correct pronunciation for familiar words and approximate correct pronunciation of unfamiliar words using knowledge of sound-symbol associations (30 R 1.3a)
	<ul style="list-style-type: none"> understand the concept of <i>liaison</i> (10 R 1.3b) 	<ul style="list-style-type: none"> use <i>liaison</i> appropriately with familiar words and in appropriate contexts (20 R 1.3b) 	<ul style="list-style-type: none"> use <i>liaison</i> appropriately with familiar words and in appropriate contexts (30 R 1.3b)
Orthography	<ul style="list-style-type: none"> develop knowledge of sound-symbol correspondences to spell familiar vocabulary correctly (10 R 1.4) 	<ul style="list-style-type: none"> apply knowledge of sound-symbol correspondences to spell familiar vocabulary correctly (20 R 1.4) 	<ul style="list-style-type: none"> apply knowledge of sound-symbol correspondences to spell familiar vocabulary correctly and approximate spelling of unfamiliar words (30 R 1.4)

STRATEGIES TO SUPPORT VOCABULARY DEVELOPMENT

Students will ...

	10-3Y	20-3Y	30-3Y
Vocabulary development	<ul style="list-style-type: none"> ↔ identify and develop, with guidance, strategies to aid in the development of vocabulary (10 R 1.5) 	<ul style="list-style-type: none"> ↔ select and use, with guidance, a variety of strategies to aid in the development of vocabulary (20 R 1.5) 	<ul style="list-style-type: none"> ↔ select and use, independently, strategies to aid in the development of vocabulary (30 R 1.5)
Metacognitive strategies	<ul style="list-style-type: none"> ↔ monitor and reflect on their vocabulary development, with guidance (10 R 1.6) 	<ul style="list-style-type: none"> ↔ monitor and reflect on their vocabulary development, with some guidance (20 R 1.6) 	<ul style="list-style-type: none"> ↔ monitor and reflect on their vocabulary development independently (30 R 1.6)

Specific Outcomes for:

R 2 – LANGUAGE STRUCTURES AND DISCOURSE DEVELOPMENT

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Nouns, determiners and agreement with gender and number	<ul style="list-style-type: none"> understand the concept of gender and number in French (10 R 2.1a) understand that there are a variety of determiners in French, i.e., <i>déterminant défini, indéfini, possessif, exclamatif, partitif, contracté</i> (10 R 2.1b) understand the concept of agreement between gender of nouns and determiners (10 R 2.1c) 	<ul style="list-style-type: none"> apply the concept of gender to familiar nouns appropriately (20 R 2.1a) apply the concept of number appropriately (20 R 2.1b) apply the concept of agreement appropriately (20 R 2.1c) 	<ul style="list-style-type: none"> apply the concepts of gender, number and agreement to familiar nouns appropriately and consistently (30 R 2.1a)
	<ul style="list-style-type: none"> understand the role of the following determiners and use them in modelled, highly-structured and guided situations: <ul style="list-style-type: none"> <i>déterminants définis</i> (<i>le, la, l', les</i>) and <i>indéfinis</i> (<i>un, une, des</i>) (10 R 2.1d) <i>déterminants possessifs</i>, i.e., <i>mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs</i> (10 R 2.1e) <i>déterminants exclamatifs</i>, i.e., <i>quel, quelle, quels, quelles</i> (10 R 2.1f) <i>déterminants partitifs</i>, i.e., <i>du, de la, de l' and des</i> (10 R 2.1g) <i>déterminants contractés</i>, i.e., the contractions of <i>à</i> and <i>de</i> + <i>déterminant défini</i>, i.e., <i>au, à la, à l' and aux / du, de la, de l' and des</i> (10 R 2.1h) 	<ul style="list-style-type: none"> use the following determiners in modelled, structured and guided situations: <ul style="list-style-type: none"> <i>déterminants définis</i> and <i>indéfinis</i> (20 R 2.1d) <i>déterminants possessifs</i> (20 R 2.1e) <i>déterminants exclamatifs</i> (20 R 2.1f) <i>déterminants partitifs</i> (20 R 2.1g) <i>déterminants contractés</i> (20 R 2.1h) 	<ul style="list-style-type: none"> use the following determiners in modelled, structured, guided and sometimes nonguided situations: <ul style="list-style-type: none"> <i>déterminants définis</i> and <i>indéfinis</i> (30 R 2.1b) <i>déterminants possessifs</i> (30 R 2.1c) <i>déterminants exclamatifs</i> (30 R 2.1d) <i>déterminants partitifs</i> (30 R 2.1e) <i>déterminants contractés</i> (30 R 2.1f)

	10-3Y	20-3Y	30-3Y
Pronouns	<ul style="list-style-type: none"> understand the concept of pronoun replacements in French (10 R 2.2a) understand that there are a variety of pronouns in French, i.e., <i>pronoms personnels sujets</i>, <i>pronoms compléments indirects</i>, <i>pronoms compléments directs</i>, <i>pronoms relatifs</i> (10 R 2.2b) understand and use <i>les pronoms personnels sujets</i> : <i>je, tu, il, elle, on, nous, vous, ils, elles</i> in modelled, structured and guided situations (10 R 2.2c) 	<ul style="list-style-type: none"> use <i>les pronoms personnels sujets</i> in structured, guided and nonguided situations appropriately (20 R 2.2a) understand the concept of <i>les pronoms compléments directs</i> and <i>indirects</i> in the present tense in modelled, structured and guided situations (20 R 2.2b) understand the use of the <i>pronoms relatifs qui</i> and <i>que</i> (20 R 2.2c) 	<ul style="list-style-type: none"> use <i>les pronoms personnels sujets</i> in structured, guided and nonguided situations appropriately (30 R 2.2a) use <i>les pronoms compléments directs</i> and <i>indirects</i> in modelled, highly-structured and guided situations in the present tense (30 R 2.2b) use the <i>pronoms relatifs qui</i> and <i>que</i> in modelled, highly-structured and guided situations mostly in the present tense and sometimes in the past tense (30 R 2.2c)
	<ul style="list-style-type: none"> understand that <i>de</i> is used to indicate ownership (e.g., <i>C'est le livre de Paul./ Ce sont les travaux des élèves.</i>) (10 R 2.3a) use the possessive structure <i>de</i> in modelled, highly-structured and guided situations (10 R 2.3b) 	<ul style="list-style-type: none"> use the possessive <i>de</i> to indicate ownership in modelled, structured and guided situations (20 R 2.3a) 	<ul style="list-style-type: none"> use the possessive <i>de</i> to indicate ownership in nonguided situations (30 R 2.3a)
	<ul style="list-style-type: none"> understand the formulation of questions with intonation, <i>Est-ce que</i>, inversion and <i>les marqueurs interrogatifs</i> : <i>Quel, Qui, Que, Combien, Comment, Quand, Pourquoi, Où</i> (10 R 2.4a) ask questions in modelled, structured, guided situations using knowledge of question formations (10 R 2.4b) 	<ul style="list-style-type: none"> ask questions, using knowledge of question formations, in modelled, structured and guided situations (20 R 2.4a) 	<ul style="list-style-type: none"> ask a variety of questions, using knowledge of question formation, in modelled, structured, guided and nonguided situations (30 R 2.4a)

	10-3Y	20-3Y	30-3Y
Verbs (present tense)	<ul style="list-style-type: none"> understand the concept of subject and verb agreement in French (10 R 2.5a) understand the concept of conjugation patterns in French (10 R 2.5b) understand the concept of verb groupings and the corresponding conjugation patterns of regular verbs in the present tense (10 R 2.5c) apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in modelled, guided and highly-structured situations (10 R 2.5d) 	<ul style="list-style-type: none"> apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in modelled, structured and guided situations (20 R 2.5a) 	<ul style="list-style-type: none"> apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in structured, guided and sometimes in nonguided situations (30 R 2.5a)
	<ul style="list-style-type: none"> understand that there are irregular verbs in French (10 R 2.5e) apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, highly-structured and guided situations (10 R 2.5f) 	<ul style="list-style-type: none"> apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, structured and guided situations (20 R 2.5b) 	<ul style="list-style-type: none"> apply knowledge of conjugation patterns of irregular verbs in the present tense in structured, guided and sometimes in nonguided situations (30 R 2.5b)
	<ul style="list-style-type: none"> understand the concept of a conjugated auxiliary verb (e.g., <i>pouvoir, vouloir, devoir, aller, aimer, préférer</i>) + infinitive (10 R 2.5g) apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in modelled, highly-structured and guided situations (10 R 2.5h) 	<ul style="list-style-type: none"> apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in modelled, structured and guided situations (20 R 2.5c) understand the concept of verbs followed by a preposition (<i>à</i> or <i>de</i>) + infinitive and used in modelled, structured and guided situations (e.g., <i>commencer à, continuer à, réussir à, essayer de, finir de, oublier de</i>) (20 R 2.5d) 	<ul style="list-style-type: none"> apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in guided and sometimes in nonguided situations (30 R 2.5c) apply knowledge of verbs followed by a preposition (<i>à</i> or <i>de</i>) + infinitive in modelled, structured and guided situations (30 R 2.5d)
		<ul style="list-style-type: none"> understand the concept of pronominal verbs and their formation in the present tense (e.g., <i>s'acheter, se faire, se sentir</i>) (20 R 2.5e) apply knowledge of pronominal verb formation with frequently-used verbs in modelled, highly-structured and guided situations in the present tense (20 R 2.5f) 	<ul style="list-style-type: none"> apply knowledge of pronominal verb formation with frequently-used verbs in modelled, structured and guided situations in the present tense (30 R 2.5e)

	10-3Y	20-3Y	30-3Y
Verbs (future tenses)	<ul style="list-style-type: none"> understand the concept of <i>aller</i> + infinitive (<i>le futur proche</i>) to express an action that is to occur in the immediate future (10 R 2.6a) use knowledge of <i>le futur proche</i> in modelled, highly-structured and guided situations (10 R 2.6b) 	<ul style="list-style-type: none"> apply knowledge of <i>le futur proche</i> in modelled, structured and guided situations (20 R 2.6a) 	<ul style="list-style-type: none"> apply knowledge of <i>le futur proche</i> in structured, guided and nonguided situations (30 R 2.6a) understand the concept of <i>le futur simple</i> and apply this knowledge to frequently-used verbs including <i>aller, avoir, être</i> and <i>faire</i>, e.g., <i>j'irai, tu auras, il sera, elle fera</i> in modelled, highly-structured and guided situations (30 R 2.6b)
Verbs (past tenses)	<ul style="list-style-type: none"> understand and use the verbal expression <i>Je viens de</i> + infinitive to express a recently completed past action in modelled, highly-structured and guided situations (10 R 2.7a) 	<ul style="list-style-type: none"> understand and apply knowledge of <i>venir de</i> + infinitive (<i>le passé récent</i>) to express a recently completed past action in modelled, structured and guided situations (20 R 2.7a) 	<ul style="list-style-type: none"> apply knowledge of <i>venir de</i> + infinitive (<i>le passé récent</i>) to express a recently completed past action in modelled, structured, guided and sometimes nonguided situations (30 R 2.7a)
		<ul style="list-style-type: none"> understand the meaning and formation of <i>le passé composé</i> for frequently-used regular verbs, including those that take <i>être</i> (20 R 2.7b) apply knowledge of the formation of <i>le passé composé</i> for frequently-used regular verbs in modelled, highly-structured and guided situations (20 R 2.7c) 	<ul style="list-style-type: none"> apply knowledge of the formation of <i>le passé composé</i> for frequently-used regular verbs in structured and guided situations (30 R 2.7b) understand the meaning and formation of <i>l'imparfait</i> with frequently-used verbs including <i>être, avoir</i> and <i>faire</i> (30 R 2.7c) apply knowledge of <i>l'imparfait</i> for frequently-used verbs in modelled, structured and guided situations (30 R 2.7d)
Verbs (directive function)	<ul style="list-style-type: none"> understand and use simple commands related to classroom interactions (e.g., <i>Lève-toi! Asseyez-vous! Ouvrez vos cahiers! Prends ton stylo!</i>) and some shopping needs (e.g., <i>Achète cette blouse! Prends ce modèle!</i>) in modelled, highly-structured and guided situations (10 R 2.8a) 	<ul style="list-style-type: none"> understand the formation of the imperative mode with frequently-used verbs (20 R 2.8a) apply knowledge of the imperative mode formation in modelled, highly-structured and guided situations (20 R 2.8b) 	<ul style="list-style-type: none"> apply knowledge of the imperative mode formation in structured, guided and sometimes nonguided situations (30 R 2.8a)

	10-3Y	20-3Y	30-3Y
	<ul style="list-style-type: none"> understand the use of expressions such as <i>je te suggère de, je vous recommande de</i> + infinitive and apply this knowledge in modelled, highly-structured and guided situations (10 R 2.8b) 	<ul style="list-style-type: none"> understand the use of expressions such as <i>il faut, il est nécessaire de, je te suggère de, je vous recommande de</i> + infinitive and apply this knowledge in modelled, structured and guided situations (20 R 2.8c) 	<ul style="list-style-type: none"> continue to use expressions such as <i>il faut, il est nécessaire de, je te suggère de, je vous recommande de</i> + infinitive in structured, guided and sometimes nonguided situations (30 R 2.8b) understand the use of infinitives to suggest or direct actions (30 R 2.8c) use infinitives to direct a series of actions in modelled, structured and guided situations (30 R 2.8d)
Verbs (conditional)	<ul style="list-style-type: none"> understand that the conditional can be used to express a need or desire in a polite way (10 R 2.9a) use the conditional expressions <i>j'aimerais, je voudrais</i> and <i>pourrais-tu</i> in modelled, highly-structured and guided situations (10 R 2.9b) 	<ul style="list-style-type: none"> use the conditional expressions <i>j'aimerais, je voudrais</i> and <i>pourrais-tu</i> in modelled, structured and guided situation (20 R 2.9a) 	<ul style="list-style-type: none"> understand the formation of the conditional with frequently-used verbs (30 R 2.9a) apply knowledge of formation of <i>le conditionnel</i> with frequently-used verbs in modelled, structured and guided situations (30 R 2.9b)
Verbal expressions	<ul style="list-style-type: none"> understand and use the verbal expression <i>je suis en train de... + infinitive</i> to express an action in progression in modelled, highly-structured and guided situations in the present tense (10 R 2.10a) 	<ul style="list-style-type: none"> understand and use the verbal expression <i>être en train de + infinitive</i> to express a present action in modelled, structured and guided situations in the present tense (20 R 2.10a) 	<ul style="list-style-type: none"> use the verbal expression <i>être en train de + infinitive</i> in structured, guided and nonguided situations in the present tense (30 R 2.10a)
	<ul style="list-style-type: none"> understand and use verbs with prepositional phrases, e.g., <i>jouer à..., jouer de..., faire de...</i> in modelled, highly-structured and guided situations in the present tense (10 R 2.10b) 	<ul style="list-style-type: none"> use verbs with prepositional phrases, e.g., <i>jouer à..., jouer de..., faire de...</i> in modelled, structured and guided situations in the present tense (20 R 2.10b) 	<ul style="list-style-type: none"> use verbs with prepositional phrases, e.g., <i>jouer à..., jouer de..., faire de...</i> in modelled, structured, guided and nonguided situations in the present tense and sometimes in the past (30 R 2.10b)
	<ul style="list-style-type: none"> understand and use the following verbal locutionary expressions with <i>avoir</i>, e.g., <i>elle a... ans, j'ai besoin de...</i>; and <i>faire</i>, e.g., <i>il fait beau</i>, in modelled, highly-structured and guided situations in the present tense (10 R 2.10c) 	<ul style="list-style-type: none"> understand and use the following verbal locutionary expressions: <i>parler à/de..., avoir envie de..., avoir peur de..., avoir faim, avoir soif, avoir mal, avoir lieu, se faire de...</i> in modelled, highly-structured and guided situations in the present tense (20 R 2.10c) 	<ul style="list-style-type: none"> use the following verbal locutionary expressions: <i>parler à/de..., avoir envie de..., avoir peur de..., avoir faim, avoir soif, avoir mal, avoir lieu, se faire de...</i> in modelled, structured, guided and nonguided situations in the present tense and sometimes in the past (30 R 2.10d)

CONTEXTS

COMMUNICATIVE ACTS

REPertoire

	10-3Y	20-3Y	30-3Y
	<ul style="list-style-type: none"> understand and use the verb expressions <i>c'est</i> and <i>il y a</i> in modelled, highly-structured and guided situations in the present tense (10 R 2.10d) 	<ul style="list-style-type: none"> use the verb expressions <i>c'est</i> and <i>il y a</i> in structured and guided situations in the present tense (20 R 2.10d) 	<ul style="list-style-type: none"> use the verb expressions <i>c'est</i> and <i>il y a</i> in modelled, structured, guided and nonguided situations in the present tense and sometimes with <i>l'imparfait</i> (30 R 2.10e)
			<ul style="list-style-type: none"> understand and use certain verbs with the following prepositions <i>choisir de...</i>, <i>opter pour...</i>, <i>commencer par...</i>, <i>remercier de...</i> in modelled, highly-structured and guided situations in the present tense (30 R 2.10c)
Negation	<ul style="list-style-type: none"> understand the formation and use of negative expressions involving <i>ne... pas</i>, <i>ne... jamais</i>, <i>ne... rien</i> in modelled, highly-structured and guided situations in the present tense (10 R 2.11a) 	<ul style="list-style-type: none"> use the negative expressions <i>ne... pas</i>, <i>ne... jamais</i>, <i>ne... rien</i> in modelled, structured and guided situations in the present tense (20 R 2.11a) 	<ul style="list-style-type: none"> understand and use the negative expressions <i>ne... pas</i>, <i>ne... jamais</i>, <i>ne... rien</i> in modelled, structured and guided and some times nonguided situations in the present and past tenses (30 R 2.11a)
		<ul style="list-style-type: none"> understand how to use negative expressions with <i>le passé composé</i> and apply knowledge of this formation in modelled, structured and guided situations (20 R 2.11b) 	
Adjectives	<ul style="list-style-type: none"> understand the concept of agreement of adjectives with the gender of nouns (10 R 2.12a) understand the placement of commonly-used adjectives (10 R 2.12b) understand gender and number agreement rules for adjectives, e.g., <i>petit/e</i>, <i>grand/e</i>, <i>joli/e</i>, <i>beau/belle</i>, <i>cher/chère</i>, <i>bleu/bleus</i> (10 R 2.12c) use knowledge of gender, agreement and placement of adjectives in modelled, highly-structured and guided situations (10 R 2.12d) 	<ul style="list-style-type: none"> use knowledge of gender, agreement and placement of adjectives in modelled, structured and guided situations (20 R 2.12a) 	<ul style="list-style-type: none"> use knowledge of gender, agreement and placement of familiar adjectives in structured, guided and sometimes nonguided situations (30 R 2.12a)
		<ul style="list-style-type: none"> understand the concept and formulation of the comparative and superlative forms with commonly-used adjectives in modelled, highly-structured and guided situations (20 R 2.12b) 	<ul style="list-style-type: none"> understand the concept and formulation of the comparative and superlative forms with commonly-used adjectives (30 R 2.12b) use knowledge of the comparative and superlative forms with commonly-used adjectives in modelled, structured and guided situations (30 R 2.12c)

	10-3Y	20-3Y	30-3Y
Prepositions and adverbs and related expressions	<ul style="list-style-type: none"> understand and use select prepositions and prepositional phrases of location, e.g., <i>sur, sous, dans, devant, derrière, à côté de..., à gauche de..., à droite de..., au centre de...</i> in modelled, highly-structured and guided situations (10 R 2.13a) 	<ul style="list-style-type: none"> use knowledge of select prepositions, prepositional phrases and adverbs of location, e.g., <i>ici, là-bas, autour de..., au-dessus de..., au-dessous de...</i> in modelled, structured and guided situations (20 R 2.13a) 	<ul style="list-style-type: none"> use knowledge of select prepositions, prepositional phrases and adverbs of location in modelled, structured, guided and nonguided situations (30 R 2.13a) understand and use prepositions used with geographical locations, e.g., <i>au Canada, aux États-Unis, en France</i> in modelled, highly-structured and guided situations (30 R 2.13b)
	<ul style="list-style-type: none"> understand that in French there are a variety of adverbs and understand their usual placement (10 R 2.13b) understand and use select adverbs of time, e.g., <i>avant, après, demain, aujourd’hui</i> in modelled, highly-structured and guided situations (10 R 2.13c) 	<ul style="list-style-type: none"> use select adverbs of time in modelled, structured and guided situations (20 R 2.13b) 	<ul style="list-style-type: none"> use select adverbs of time in modelled, structured, guided and sometimes nonguided situations (30 R 2.13c)
	<ul style="list-style-type: none"> understand and use select adverbs of manner, e.g., <i>bien, fort, lentement</i> in modelled, highly-structured and guided situations (10 R 2.13d) 	<ul style="list-style-type: none"> use select adverbs of manner in modelled, structured and guided situations (20 R 2.13c) 	<ul style="list-style-type: none"> use select adverbs of manner in modelled, structured, guided and sometimes nonguided situations (30 R 2.13d)
	<ul style="list-style-type: none"> understand and use select adverbs of quantity, e.g., <i>assez, beaucoup, très, un paquet de, un peu de, une boîte de</i> in modelled, highly-structured and guided situations (10 R 2.13e) 	<ul style="list-style-type: none"> use select adverbs of quantity in modelled, structured and guided situations (20 R 2.13d) 	<ul style="list-style-type: none"> use select adverbs of quantity in modelled, structured, guided and sometimes nonguided situations (30 R 2.13e)
			<ul style="list-style-type: none"> understand and use select adverbs of affirmation, e.g., <i>certainement, vraiment</i>; and of probability, e.g., <i>peut-être, probablement</i> in modelled, highly-structured and guided situations (10 R 2.13e)
Sentence patterns	<ul style="list-style-type: none"> recognize the difference between an affirmative and a negative statement (10 R 2.14a) recognize the difference between a statement and a question (10 R 2.14b) 	<ul style="list-style-type: none"> apply knowledge of affirmative and negative sentence patterns to express their own messages, based on the context, in guided situations (20 R 2.14a) 	<ul style="list-style-type: none"> apply knowledge of affirmative and negative sentence patterns to express their own messages, based on the context, in guided and nonguided situations (30 R 2.14a)

CONTEXTS

COMMUNICATIVE ACTS

REPERTOIRE

	10-3Y	20-3Y	30-3Y
	<ul style="list-style-type: none"> recognize the variety of question patterns used, including rising intonation, inversion, <i>n'est-ce pas?</i>, <i>Est-ce que...</i> and the use of <i>les marqueurs interrogatifs</i> (10 R 2.14c) 	<ul style="list-style-type: none"> apply knowledge of question patterns to formulate their own questions based on the context (20 R 2.14b) 	<ul style="list-style-type: none"> apply knowledge of question patterns to formulate their own questions based on the context in guided and nonguided situations (30 R 2.14b)
Patterns for interaction	<ul style="list-style-type: none"> understand and use common interaction patterns for question/answer; offer/acceptance; statement/agreement or disagreement in familiar social situations (10 R 2.15) 	<ul style="list-style-type: none"> understand and use a repertoire of common social interaction patterns for a wider number of familiar social situations (20 R 2.15) 	<ul style="list-style-type: none"> understand and use a repertoire of common social interaction patterns for a wide range of social interactions (30 R 2.15)
Prosodic patterns	<ul style="list-style-type: none"> understand how intonation, stress and rhythm are used in French to comprehend and express messages (10 R 2.16) 	<ul style="list-style-type: none"> understand and use knowledge of intonation, stress and rhythm appropriately in familiar situations (20 R 2.16) 	<ul style="list-style-type: none"> understand and use knowledge of intonation, stress and rhythm appropriately in familiar situations (30 R 2.16)
Discourse markers and conjunctions	<ul style="list-style-type: none"> understand and use common conjunctions, i.e., <i>et</i>, <i>mais</i>, <i>parce que</i> to link more than one idea within a sentence using familiar vocabulary and commonly-used sentence patterns in modelled, highly-structured and guided situations (10 R 2.17) 	<ul style="list-style-type: none"> understand and use common conjunctions and discourse markers to link more than one idea in a sentence and to link a series of sentences using familiar vocabulary and commonly-used sentence patterns in modelled, structured and guided situations (20 R 2.17) 	<ul style="list-style-type: none"> understand and use common conjunctions and discourse markers to link more than one idea in a sentence and to link a series of sentences using familiar vocabulary and sentence patterns in modelled, structured, guided and sometimes nonguided situations (30 R 2.17)
Word and sentence order	<ul style="list-style-type: none"> understand the concept of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns (10 R 2.18a) apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns in modelled, highly-structured and guided situations (10 R 2.18b) 	<ul style="list-style-type: none"> apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns in modelled, structured and guided situations (20 R 2.18a) 	<ul style="list-style-type: none"> apply knowledge of word order at the phrase and simple and/or compound sentence level in modelled, structured, guided and sometimes nonguided situations (30 R 2.18a)
			<ul style="list-style-type: none"> understand how a sentence can be made into a complex sentence using <i>les pronoms relatifs qui</i> and <i>que</i> (30 R 2.18b) apply knowledge of complex sentences in modelled, highly-structured and guided situations (30 R 2.18c)

GENERAL STRATEGIES TO SUPPORT LANGUAGE LEARNING

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Language learning strategies	↔ identify and develop, with guidance, strategies to aid in the development of a repertoire of language structures (10 R 2.19)	↔ select and use, with guidance, a variety of strategies to aid in the development of a repertoire of language structures (20 R 2.19)	↔ select and use, independently, a variety of strategies to aid in the development of a repertoire of language structures (30 R 2.19)
Metacognitive strategies	↔ monitor and reflect on their language development, with guidance (10 R 2.20)	↔ monitor and reflect on their language development, with some guidance (20 R 2.20)	↔ monitor and reflect on their language development, with little or no guidance (30 R 2.20)

Specific Outcomes for:

R 3 – SOCIOCULTURAL INTERACTIONS AND SOCIOLINGUISTIC AWARENESS

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Social conventions	<ul style="list-style-type: none"> recognize social conventions used by Francophone speakers when interacting with others in familiar situations, e.g., conventions related to punctuality, greetings, leave-takings, social space, gestures (10 R 3.1) 	<ul style="list-style-type: none"> recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., acknowledging receipt of a gift, expressing sympathy, requesting assistance (20 R 3.1) 	<ul style="list-style-type: none"> recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., requesting information in a letter, handshaking, expressing gratitude or congratulations (30 R 3.1)
Register	<ul style="list-style-type: none"> distinguish, with guidance, between formal and informal language related to familiar contexts and language experiences (10 R 3.2) 	<ul style="list-style-type: none"> understand and use appropriate formal and informal language in modelled, structured and guided situations (20 R 3.2) 	<ul style="list-style-type: none"> understand and use appropriate formal and informal language in modelled, structured, guided and sometimes nonguided situations (30 R 3.2)
Language variations	<ul style="list-style-type: none"> recognize, with guidance, that there are different regional accents and language variants used in French (10 R 3.3) 	<ul style="list-style-type: none"> recognize, with guidance, different regional accents and language variants used in French (20 R 3.3) 	<ul style="list-style-type: none"> recognize, with little guidance, different regional accents and language variants used in French (30 R 3.3)
Written conventions	<ul style="list-style-type: none"> become aware of the fact that French punctuation and capitalization conventions differ from English (10 R 3.4a) identify, with guidance, differences in conventions for punctuation, capitalization, dates and abbreviations in familiar and highly-structured situations (10 R 3.4b) 	<ul style="list-style-type: none"> apply appropriate French-language writing conventions related to punctuation, capitalization, dates and abbreviations in familiar and structured situations (20 R3.4a) 	<ul style="list-style-type: none"> apply appropriate French-language writing conventions related to punctuation, capitalization, dates and abbreviations consistently in familiar and structured situations (30 R3.4a)

GENERAL STRATEGIES TO SUPPORT SOCIOCULTURAL INTERACTIONS AND SOCIOLINGUISTIC AWARENESS

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Strategy Use	<ul style="list-style-type: none"> ↔ identify and develop, with guidance, strategies to aid in the awareness and development of interpersonal and intercultural skills (10 R 3.5a) ↔ identify and develop, with guidance, strategies to acquire sociolinguistic knowledge (10 R 3.5b) ↔ demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (10 R 3.5c) 	<ul style="list-style-type: none"> ↔ select and use, with guidance, strategies to aid in the awareness and development of interpersonal and intercultural skills (20 R 3.5a) ↔ select and use, with guidance, strategies to acquire sociolinguistic knowledge (20 R 3.5b) ↔ demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (20 R 3.5c) 	<ul style="list-style-type: none"> ↔ select and use, independently, a variety of strategies to aid in the awareness and development of interpersonal and intercultural skills (30 R 3.5a) ↔ select and use, independently, strategies to acquire sociolinguistic knowledge (30 R 3.5b) ↔ demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (30 R 3.5c)

Specific Outcomes for:

R 4 – CULTURAL KNOWLEDGE

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Accessing and sharing factual knowledge	<ul style="list-style-type: none"> identify, with guidance, where French is spoken within Alberta and Canada (10 R 4.1a) 	<ul style="list-style-type: none"> research and identify, in French, regions where French is spoken outside of Canada (20 R 4.1a) 	<ul style="list-style-type: none"> research and identify, in French, regions where French is spoken outside of Canada (30 R 4.1a)
	<ul style="list-style-type: none"> define, with guidance, what the term <i>la francophonie</i> means (10 R 4.1b) 	<ul style="list-style-type: none"> continue to define, with guidance, the notion of <i>la francophonie</i> (20 R 4.1b) 	<ul style="list-style-type: none"> share a personal understanding of what <i>la francophonie</i> means to them (30 R 4.1b)
	<ul style="list-style-type: none"> identify and share, mostly in English, factual knowledge of interest to them concerning Francophones in Alberta (10 R 4.1c) 	<ul style="list-style-type: none"> identify and share, mostly in English, factual knowledge of interest to them about Francophones within Canada (20 R 4.1c) 	<ul style="list-style-type: none"> identify and share, mostly in French, factual knowledge of interest to them about Francophones living outside of Canada (30 R 4.1c)
	<ul style="list-style-type: none"> identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Alberta. (10 R 4.1d) 	<ul style="list-style-type: none"> identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Canada (20 R 4.1d) 	<ul style="list-style-type: none"> identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in French-speaking regions outside of Canada (30 R 4.1d)
	<ul style="list-style-type: none"> compare and contrast, in English, some practices of everyday living in certain Francophone regions of interest to students. (10 R 4.1e) 	<ul style="list-style-type: none"> compare and contrast, mainly in English, some practices of everyday living in certain Francophone regions of interest to students (20 R 4.1e) 	<ul style="list-style-type: none"> compare and contrast, mainly in French but sometimes in English, some practices of everyday living in certain Francophone regions of interest to students (30 R 4.1e)
	<ul style="list-style-type: none"> identify, with guidance, aspects of popular culture of the Francophone world that have influenced other cultures (10 R 4.1f) 	<ul style="list-style-type: none"> research and identify aspects of popular culture in the Francophone world that have influenced other cultures (20 R 4.1f) 	<ul style="list-style-type: none"> research and identify aspects of the arts and popular culture of the Francophone world that have influenced other cultures (30 R 4.1f)

GENERAL STRATEGIES TO SUPPORT ACCESSING AND SHARING INFORMATION

Students will, orally or in written form, ...

	10-3Y	20-3Y	30-3Y
Accessing and sharing information strategies	<ul style="list-style-type: none"> ↔ identify and develop, with guidance, strategies used for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (10 R 4.4g) ↔ identify and develop, with guidance, strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (10 R 4.4h) 	<ul style="list-style-type: none"> ↔ select and use, with guidance, strategies for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (20 R 4.4g) ↔ select and use, with guidance, strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (10 R 4.4h) 	<ul style="list-style-type: none"> ↔ select and use, independently, a variety of strategies used for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (30 R 4.4g) ↔ select and use, independently, a variety of strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (30 R 4.4h)
Metacognitive strategies	<ul style="list-style-type: none"> ↔ monitor and reflect, with guidance, on their ability to access and share cultural information (10 R 4.4i) 	<ul style="list-style-type: none"> ↔ monitor and reflect, with some guidance, on their ability to access and share cultural information (20 R 4.4i) 	<ul style="list-style-type: none"> ↔ monitor and reflect, independently, on their ability to access and share cultural information (30 R 4.4i)

APPENDIX – Suggested Language Learning Strategies

Strategies for Communication

COMPREHENSION STRATEGIES

Planning for understanding of an audio or written text	
	<ul style="list-style-type: none"> ↔ making predictions about the oral or written text about to be encountered ↔ determining specific purpose(s) in advance and listening/reading/viewing selectively by attending to specific aspects only ↔ preparing an advance organizer or list of questions prior to encountering the oral or written text ↔ drawing on previous experiences and prior knowledge to make inferences about the text ↔ using guessing to anticipate what might be heard or read
Understanding during the listening to or reading of a text	
<i>using cues to infer probable word meaning</i>	<ul style="list-style-type: none"> ↔ inferring probable meanings of unknown words or expressions by making use of cues inherent in the oral or written text, including context, intonation, key words, sound–symbol correspondences, prefixes, suffixes, root words, conjugation patterns and other language structures ↔ using word markers, e.g., prefixes, suffixes, determiners, prepositions, conjunctions, time words, conjugation patterns, etc. as comprehension clues
<i>using textual relationships</i>	↔ making inferences about the connections within textual components by using cues such as discourse markers, knowledge of text structure (e.g., beginning, middle, end) and knowledge of text types to facilitate understanding
<i>using visual supports</i>	↔ referring to illustrations, charts, gestures or other visual supports presented to derive or facilitate meaning
<i>making visual supports</i>	↔ generating sketches, tables, or graphic organizers as an oral or written text is encountered to assist in building understanding
<i>seeking assistance of others</i>	↔ identifying when unable to comprehend an oral or written text and then seeking assistance of others by asking questions
<i>seeking assistance from resources</i>	↔ making use of appropriate reference materials, e.g., charts, lists, dictionaries to facilitate comprehension of an oral or written text
<i>skimming ahead</i>	↔ in the case of a written text, skimming ahead of the section giving difficulties to assess whether later sections provide comprehension support

Metacognitive Strategies to Support Comprehension

<i>reflecting on predictions</i>	<ul style="list-style-type: none"> ↔ revisiting predictions made when planning for comprehension and determining how accurate they were
<i>being aware of one's learning</i>	<ul style="list-style-type: none"> ↔ consciously identifying what one knows about the topic being listened to or being read ↔ keeping track of successful use of strategies during a listening or reading task
<i>self-monitoring</i>	<ul style="list-style-type: none"> ↔ focusing attention on the listening or reading task ↔ focusing attention on what is known and ignoring what is unknown ↔ determining level of anxiety in relation to the task ↔ keeping oneself motivated prior to commencing the task, during and upon completion of the task ↔ using self-talk to build confidence when listening to or reading an unknown text
<i>reflecting on learning</i>	<ul style="list-style-type: none"> ↔ setting learning goals for a listening or reading task ↔ evaluating what worked or did not work in understanding an oral or written text ↔ self-assessing one's use of listening and/or reading strategies

PRODUCTION STRATEGIES

Planning in advance for spoken or written expression

<i>planning for oral or written expression activities</i>	<ul style="list-style-type: none"> ↔ determining the purpose of the task to be carried out, taking note of key words in instructions provided, if applicable ↔ dividing the task into subtasks ↔ analyzing models to support the creation of a new oral or written text
<i>planning for oral interactions</i>	<ul style="list-style-type: none"> ↔ recalling and rehearsing an appropriate set of phrases from the repertoire ↔ role-playing in advance if applicable ↔ recording oneself and playing back to compare with a model, where appropriate

During oral or written expression activities

<i>collaborating with others</i>	<ul style="list-style-type: none"> ↔ collaborating with others to brainstorm and communicate messages ↔ collaborating with others to practise or review oral or written messages
<i>seeking assistance from others</i>	<ul style="list-style-type: none"> ↔ identifying any difficulties, then seeking assistance from others ↔ seeking confirmation that one's expression of language is being understood. If not successful, starting again, using different tactics

<i>seeking assistance from resources</i>	<ul style="list-style-type: none"> ⇒ identifying any difficulties, then using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries ⇒ verifying the quality of the oral or written expression using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries
<i>monitoring and repair</i>	<ul style="list-style-type: none"> ⇒ listening to oneself or rereading a personal written text and making adjustments to the message
<i>using models of text forms</i>	<ul style="list-style-type: none"> ⇒ copying or imitating words, expressions, sentence patterns or text structures from other media that can serve as models
<i>using alternative forms of oral or written expression</i>	<ul style="list-style-type: none"> ⇒ finding an alternative means of expressing an oral or written message in order to sustain the communication, such as rephrasing or using circumlocution, definitions, gestures or drawings ⇒ using alternative forms to represent a message; e.g., outlines, point form notes, charts, graphs, dialogue, sentences, multimedia
<i>self-editing</i>	<ul style="list-style-type: none"> ⇒ using knowledge of sentence patterns and rules of grammar to form new sentences ⇒ comparing written work with models to make edits for accuracy in sentence structure, spelling and punctuation ⇒ revising and correcting the final version of a text

During oral interactions

<i>seeking clarification</i>	<ul style="list-style-type: none"> ⇒ indicating when unable to follow an oral interaction, either nonverbally or verbally by asking for repetition or clarification using expressions such as <i>Pardon? Pouvez-vous répéter, s'il vous plaît?</i>
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Metacognitive Strategies to Support Oral or Written Expression

<i>being aware of one's learning</i>	<ul style="list-style-type: none"> ⇒ consciously identifying what one knows about the topic that one is going to speak on or write about ⇒ keeping track of successful use of strategies during a spoken or written task
<i>self-monitoring</i>	<ul style="list-style-type: none"> ⇒ focusing attention on the spoken or written task ⇒ focusing attention on what is known and ignoring what is unknown ⇒ determining level of anxiety in relation to the task ⇒ keeping oneself motivated prior to commencing the task, during and upon completion of the task ⇒ using self-talk to build confidence while speaking or writing ⇒ monitoring speech and writing to check for persistent errors ⇒ identifying a plan to address them in the future
<i>managing and assessing one's own learning</i>	<ul style="list-style-type: none"> ⇒ setting goals for future tasks related to spoken or written expression ⇒ setting purposes for the interaction with someone and reflecting on the degree to which these purposes were attained ⇒ assessing one's performance after completing the task ⇒ assessing how well one applied strategies during an oral interaction, an oral activity or a written activity or task

Strategies for Vocabulary Development

For learning, retaining and recalling vocabulary	
<i>for acquiring new vocabulary</i>	<ul style="list-style-type: none"> ↔ repeating new words, phrases or expressions silently or out loud ↔ making and using personal dictionaries, word cards, or word lists ↔ identifying unknown words or expressions and writing them down, noting their context and function ↔ placing new words or expressions within a meaningful context ↔ studying root words, prefixes and suffixes to find patterns and relationships in order to ascertain meaning ↔ grouping words or phrases in various ways in order to internalize them ↔ associating new words or expressions with sounds, mental images, gestures or known words in French or other languages ↔ using physical actions to internalize new vocabulary ↔ guessing at or creating new words as a means of expanding vocabulary
<i>for recalling vocabulary items</i>	<ul style="list-style-type: none"> ↔ making use of available resources, notes, lists and word posters to memorize or expand vocabulary ↔ finding opportunities to reuse previously acquired vocabulary in new situations ↔ using physical actions to recall vocabulary ↔ quizzing oneself frequently as to the meanings and uses of new words and expressions in order to remember them ↔ practising spelling of new words to remember them
<i>for opportunities to experiment with vocabulary</i>	<ul style="list-style-type: none"> ↔ repeating new words and phrases as these are used or encountered ↔ finding opportunities to make use of new words and phrases in other situations as soon as appropriate ↔ experimenting with various expressions, taking note of their effectiveness and possibilities for reuse later ↔ recombining new vocabulary with previously-learned vocabulary
<i>for using resources to expand vocabulary understanding and use</i>	<ul style="list-style-type: none"> ↔ recognizing that some dictionaries contain information in support of vocabulary knowledge, e.g., class, meaning, gender of word, pronunciation conventions, examples of usage ↔ making use of dictionaries to gather information as required to understand the meaning of new words and understand their use
For improving vocabulary use	
<i>for improving oral vocabulary use</i>	<ul style="list-style-type: none"> ↔ imitating sounds and intonation patterns out loud or silently ↔ seeking out ways to discriminate between sounds within words being learned and then using repetition to solidify the acquisition of these sounds
<i>for improving written vocabulary use</i>	<ul style="list-style-type: none"> ↔ recognizing recurring personal errors related to spelling ↔ targeting frequently-misspelled words and practising them in order to improve spelling

Metacognitive Strategies to Support Vocabulary Development

managing one's own learning

- ↔ making choices about vocabulary learning and reflecting on those choices
 - ↔ making a plan, in advance, about how to approach the learning of vocabulary
 - ↔ taking responsibility for planning, monitoring and evaluating learning experiences related to vocabulary acquisition
 - ↔ keeping a record of reflections on learning, e.g., a learning log, portfolio, self-assessment tools
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General Learning Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

For acquiring knowledge (language, sociolinguistic, cultural)

<i>for acquiring new knowledge</i>	<ul style="list-style-type: none"> ↔ activating knowledge from the first language to facilitate learning in the second language ↔ repeating the formation of new language structures silently or out loud ↔ using physical actions to internalize new language structures, sociocultural interaction patterns or oral sociolinguistic conventions ↔ making and using personal notes for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ↔ identifying unknown grammatical structures, sociolinguistic conventions or cultural nuances and writing them down, noting their context and function ↔ placing new knowledge within a meaningful context ↔ creating a mental, oral or written summary of information ↔ creating a mental rule that has personal meaning for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ↔ finding patterns and relationships in order to ascertain meaning
<i>for opportunities to experiment with new knowledge</i>	<ul style="list-style-type: none"> ↔ recombining new knowledge with previously-learned knowledge ↔ finding opportunities to make use of new knowledge in other situations as soon as appropriate ↔ experimenting with new language structures, sociocultural interactions and sociolinguistic conventions, taking note of their effectiveness and possibilities for reuse later
<i>making own tools</i>	<ul style="list-style-type: none"> ↔ creating mnemonics, visualizations, graphical representations, lists, flash cards, tables as required to help understand and retain language structures and cultural information

For accessing, organizing and sharing knowledge

<i>accessing information</i>	<ul style="list-style-type: none"> ↔ clarifying the purpose for gathering information ↔ formulating guiding questions ↔ establishing criteria for assessing whether information is reliable and current ↔ using French language search engines to access information related to language structures, sociolinguistic conventions or cultural information
<i>compiling, organizing and sharing information</i>	<ul style="list-style-type: none"> ↔ considering the needs, interests and abilities of the audience when selecting information and preparing presentations ↔ using steps related to prewriting (gathering ideas, researching, planning and organizing the text); writing; revision (rereading, moving and rewriting pieces of text); correction (grammar, spelling, punctuation); and publication (preparing layout, adding visuals)

	<ul style="list-style-type: none"> ↔ determining the main ideas, organizing and sequencing these prior to adding detail ↔ seeking the assistance of peers to confirm that the presentation in draft form is sufficiently clear to a person more distant from the work ↔ relating ideas or categorizing them according to attributes
<i>explaining to others</i>	<ul style="list-style-type: none"> ↔ sharing one's understanding of language structures, sociocultural interactions, sociolinguistic or cultural information with others
<i>collaborating with others</i>	<ul style="list-style-type: none"> ↔ seeking assistance and feedback from others ↔ providing a peer or a group member with feedback ↔ working with others to solve problems ↔ offering encouragement, praise and ideas to others ↔ contributing successfully to group activities by using and building on one's social interaction skills

Metacognitive Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

<i>reflecting on one's impact on others</i>	<ul style="list-style-type: none"> ↔ reflecting on one's statements and actions and their impact on others
<i>reflecting on others' perspectives</i>	<ul style="list-style-type: none"> ↔ reflecting on similarities and differences between the perspectives of others and one's own
<i>managing and assessing one's own learning</i>	<ul style="list-style-type: none"> ↔ comparing strategy preferences with those of peers ↔ understanding and accepting that making mistakes is a natural part of learning ↔ using positive self-talk to reduce anxiety, promote risk-taking and build encouragement ↔ providing personal motivation by organizing rewards when successful ↔ determining how one learns best ↔ arranging conditions (e.g., desk, position in classroom) to facilitate and optimize learning ↔ focusing attention on the task ↔ planning how to accomplish the task ↔ ensuring the task is completed ↔ quizzing oneself orally or in writing to assess how well language structures, sociolinguistic and cultural knowledge are being retained and recalled ↔ periodically assessing one's progress, using checklists for language structures, sociocultural interactions or sociolinguistic conventions addressed so far ↔ developing self-assessment tools to determine progress

Note: There is no "right or wrong way" to organize language learning strategies and general learning strategies. Different schools of thought use various names and taxonomies for classifying or categorizing these strategies. For the purpose of this program of studies, the above classification system was adopted.

