

Expectation Correlation for *Nouvelles frontières 10^e*

| Oral Communication | Sections in <i>Nouvelles frontières</i> | Page Number |
|---|--|---|
| <p>Overall Expectations</p> <p>By the end of this course, students will:</p> <ul style="list-style-type: none">- listen and respond to a variety of spoken texts; (OEOC₁)- listen and respond to a variety of non-structured media works; (OEOC₂)- express ideas and opinions in conversations and teacher-guided discussions; (OEOC₃)- make oral presentations on a variety of topics; (OEOC₄)- use appropriate language conventions during oral communication activities. (OEOC₅) | <p>Reading passages; <i>Mini-dialogues</i> <i>Avant de lire,</i></p> <p>Expansion activities</p> <p>Expansion activities</p> <p>Expansion activities</p> | <p>CA 65, 79, 90, 104, 125, 142 AN 88#1 AN 6, 13, 21, 29, 39, 49, 60, 63, 65, 70, 76, 84, 90, 97 AN 38#2, 59#2, 68#1, 75#2, 88#2 AN 12#2, 20#2, 28#2, 38#2, 59#2, 62#1, 64#1, 68#1, 75#2#3, 82#2, 88#1#2, 103#1</p> |
| <p>Specific Expectations</p> <p>Listening</p> <ul style="list-style-type: none">- respond to spoken texts by answering questions, interpreting meaning, summarizing content, adding information, and presenting dramatizations; (OC₁) | <p><i>As-tu compris?</i> <i>Mini-dialogues</i></p> | <p>AN 12, 20, 28, 38, 48, 59, 62, 64, 68, 75, 82, 88, 93, 95, 103 CA 65, 79, 90, 104, 125, 142</p> |

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| Oral Communication | Sections in <i>Nouvelles frontières</i> | Page Number |
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| - extract the main ideas and supporting details from a variety of media works (e.g., television and radio programs, videos, songs) and discuss their interpretations; (OC2) | Expansion Activities | AN 88#1 |
| - take notes on presentations, oral reports, and discussions. (OC3) | <i>Avant de lire</i> <i>As-tu observé?</i> | AN 6, 13, 21, 29, 39, 49, 60, 63, 65, 70, 76, 84, 90, 97 |
| Speaking - participate in teacher-guided discussions and debates, and in dramatizations; (OC4) | <i>Avant de lire, Mini-dialogues,</i> Expansion Activities | AN 6, 13, 21, 29, 39, 49, 60, 63, 65, 70, 76, 84, 90, 97 CA 65, 79, 90, 104, 125, 142 AN 38#2, 59#2, 68#1, 75#2, 88#2 |
| - explain personal opinions, and formulate and support judgements, on topics under study; (OC5) | Expansion Activities | AN 59#2, 62#1, 68#1, 75#2, 88#2, 93#1 |
| - prepare and present short dialogues on topics under study; (OC6) | Expansion Activities <i>Mini-dialogues</i> | AN 12#1, 20#2, 28#1, 38#2, 75#3, CA 65, 79, 90, 104, 125, 142 |
| - present an argument based on researched information; (OC7) | Expansion Activities | AN 59#2, 68#1, 88#2 |
| - create media works of some technical complexity (e.g., a television or radio report, a video); (OC8) | Expansion Activities | AN 59#3, 68#2, 75#4, 88#1, |
| - describe possible or ideal situations (e.g., <i>J'aimerais ...</i>); (OC9) | Expansion Activities | AN 75#2 |
| Application of Language Conventions - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24 of curriculum document and pages 18–19 of this guide); (OC10) | <i>As-tu observé? Pratique</i> pages, <i>Révision</i> pages, <i>Mini-dialogues</i> Expansion Activities | CA 10-12, 15-17, 21, 22, 25-31, 35-37, 40-43 47-51, 59-63, 66-69, 73-77, 80-84, 87, 88, 91-94, 97-102, 105-110, 113-123, 132-140, 143 CA 65, 79, 90, 104, 125, 142 |
| - use newly acquired vocabulary in conversation; (OC11) | <i>Mini-dialogues</i> | CA 65, 79, 90, 104, 125, 142 |
| - use correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message; (OC12) | Expansion Activities <i>Mini-dialogues</i> | AN 12#1, 20#2, 28#1, 38#2, 59#2, 62#1, 68#1, 75#2#3, 88#2, 93#1 |
| - interpret the meaning of unfamiliar words using contextual clues. (OC 13) | <i>Vocabulaire (Cahier)</i> | CA 6, 7, 13, 18, 19, 23, 32, 33, 38, 45, 52, 56, 70, 71, 85, 95, 111, 126, 130, |

Expectation Correlation for *Nouvelles frontières 10^e* (continued)

| Reading | Sections in <i>Nouvelles frontières</i> | Page Number |
|--|--|---|
| <p>Overall Expectations By the end of this course, students will:</p> <ul style="list-style-type: none"> - read and demonstrate an understanding of a variety of texts and simple authentic materials; (OER₁) - apply critical thinking as they read (e.g., infer meaning from the text, analyse information, determine cause and effect, and go beyond the surface meaning); (OER₂) - identify and understand language conventions used in their reading materials. (OER₃) | <ul style="list-style-type: none"> - Readings throughout <i>Anthologie: As-tu compris? Compréhension</i> - <i>Compréhension</i>, Expansion Activities - <i>As-tu observé?</i> | <p>AN 12, 20, 28, 38, 48, 59, 62, 64, 68, 75, 82, 88, 93, 95, 103</p> <p>CA 9, 14, 20, 24, 34, 39, 46, 54, 57, 72, 86, 96, 112, 131</p> <p>AN 38#1, 48#3, 59#1#2#3, 62#1, 64#1#2, 68#1, 75#2, 82#2, 88#2, 93#1, 130#1#3</p> <p>CA 10, 11, 12, 15, 26, 30, 35, 47, 59, 60, 62, 66, 74, 80, 83, 93, 98, 99, 108, 117, 120, 138</p> |
| <p>Comprehension and Response to Text</p> <ul style="list-style-type: none"> - demonstrate a general understanding of ideas found in articles, short stories, and poems (e.g., by answering multiple-choice questions, giving short answers, performing matching activities); (R₁) | <ul style="list-style-type: none"> - <i>As-tu compris? Compréhension</i> | <p>AN 12, 20, 28, 38, 48, 59, 62, 64, 68, 75, 82, 88, 93, 95, 103</p> <p>CA 9, 14, 20, 24, 34, 39, 46, 54, 57, 72, 86, 96, 112, 131</p> |
| <ul style="list-style-type: none"> - respond to their independent reading of short novels (a minimum of 60 pages) (e.g., by answering questions, summarizing the story, making a presentation to the class); (R₂) | <ul style="list-style-type: none"> - <i>As-tu compris?, Compréhension</i>, Expansion Activities | <p>AN 12, 20, 28, 38, 48, 59, 62, 64, 68, 75, 82, 88, 93, 95, 103</p> <p>CA 9, 14, 20, 24, 34, 39, 46, 54, 57, 72, 86, 96, 112, 131</p> <p>AN 28#3, 38#1#2#3, 59#1#2#3</p> |
| <ul style="list-style-type: none"> - summarize the main ideas of a written text from the point of view of one of the characters; (R₃) | <ul style="list-style-type: none"> - Expansion Activities | <p>AN 28#3, 38#1, 130#1</p> |
| <ul style="list-style-type: none"> - expand on information or ideas they get from their reading (e.g., by predicting outcomes, applying content in new contexts); (R₄) - demonstrate critical thinking skills by identifying issues and values in reading selections, locating and analysing root causes, and expressing their views either in writing or in conversation; (R₅) | <ul style="list-style-type: none"> - <i>Avant de lire, Compréhension, Mini-dialogues</i> - <i>Compréhension, Mini-dialogues</i>, Expansion Activities | <p>AN 6, 13, 21, 29, 39, 49, 60, 63, 65, 70, 76, 84, 90, 97</p> <p>CA 9, 14, 20, 24, 34, 39, 46, 54, 57, 72, 86, 96, 112, 131</p> <p>CA 65, 79, 90, 104, 125, 142</p> <p>CA 9, 14, 20, 24, 34, 39, 46, 54, 57, 72, 86, 96, 112, 131</p> <p>CA 65, 79, 90, 104, 125, 142</p> <p>AN 59#1#2, 62#1, 64#1#2, 68#1, 75#2, 88#2, 103#1#3</p> |

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| Reading | Sections in <i>Nouvelles frontières</i> | Page Number |
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| - use specific research skills (e.g., data gathering, note taking, outlining) in preparing an assignment; (R6) | - Expansion Activities | AN 68#1, 88#1#2, 93#2 |
| Application of Language Conventions - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24 of curriculum document and pages 18–19 of this guide); (R7) | - <i>As-tu observé? Pratique</i> pages, <i>Révision</i> pages | CA 10-12, 15-17, 21, 22, 25-31, 35-37, 40-43 47-51, 59-63, 66-69, 73-77, 80-84, 87, 88, 91-94, 97-102, 105-110, 113-123, 132-140, 143 |
| - identify stylistic devices (e.g., similes, metaphors); (R8) | - Poems | AN 60-61, CA 51 |
| - determine meaning of unfamiliar words and idiomatic expressions from context; (R9) | - Throughout novel, <i>Vocabulaire</i> , Ch. 6 <i>fiche 3</i> | AN 7, 11, 19, 20, 22, 25, 31, 32, 43, 45, 50, 58 CA 6, 7, 13, 18, 19, 23, 32, 33, 38, 45, 52, 56, 70, 71, 85, 95, 111, 126, 130 TG xx |
| - use graphic organizers (e.g., Venn diagrams, story maps) to show the meaning of texts; (R10) | - TG <i>Vocabulaire</i> section <i>Astéroïdes</i> , <i>fiche 4</i> | TG xx |
| - understand the importance of tense differences in written texts (e.g., in indirect discourse, in flashback situations); (R11) | - novel - <i>As-tu observé?</i> | AN 6-58, 90-92, 97-102 CA 15-17, 21-22, 25, 43, 117-119, 132, 133, 136-137 |
| - use French-English dictionaries to determine the meaning of unfamiliar vocabulary. (R12) | - <i>Vocabulaire</i> - Readings | CA 6, 7, 13, 18, 19, 23, 32, 33, 38, 45, 52, 56, 70, 71, 85, 95, 111, 126, 130 |
| Writing | Sections in <i>Nouvelles frontières</i> | Page Number |
| Overall Expectations By the end of this course, students will: - express ideas and opinions in short written texts; (OEW1) - create short written texts in structured and open-ended situations; (OEW2) - identify and use appropriate language conventions in their written work. (OEW3) | - <i>Compréhension</i> - Expansion Activities - Expansion Activities - <i>As-tu observé? Pratique</i> pages, <i>Révision</i> pages, Expansion | AN 28#3, 48#3, 59#1, 68#2, 75#1#4, 82#2, 93#2, 95#1, 103#1#2#3 CA 10-12, 15-17, 21, 22, 25-31, 35-37, 40-43 47-51, 59-63, 66-69, 73-77, 80-84, 87, 88, 91-94, 97-102, 105-110, 113-123, 132-140, 143 |
| Communication of Ideas and Information - write in a variety of forms (e.g., a descriptive paragraph, a personal letter, a poem, an e-mail message, a newspaper article, a dialogue); (W1) | - Expansion Activities - <i>Mini-dialogues</i> | AN 28#3, 48#3, 59#1, 68#2, 75#1#4, 82#2, 93#2, 95#1, 103#1#2#3 CA 65, 79, 90, 104, 125, 142 |
| - state opinions about a topic supported by facts; (W2) | - <i>Compréhension</i> - Expansion Activities | AN 59#1, 64#2, 82#2, 88#2 |
| - organize information into paragraphs for written assignments; (W3) | - Expansion Activities | AN 59#1, 64#2, 82#2, 88#2 |

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| Writing | Sections in <i>Nouvelles frontières</i> | Page Number |
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| <ul style="list-style-type: none"> - prepare personal notes on information found in a variety of sources (e.g., on the Internet, in video programs, on audio CDs); (W4) | <ul style="list-style-type: none"> - Expansion Activities | AN 59#1, 64#2, 82#2, 88#2 |
| <p>Application of Language Conventions</p> <ul style="list-style-type: none"> - recognize and use appropriate language structures (see language structures for Core French, Grade 10, p. 24 of the curriculum document and pages 18–19 of this guide); (W5) | <ul style="list-style-type: none"> - <i>As-tu observé? Pratique</i> pages, <i>Révision</i> pages, Expansion Activities - <i>Mini-dialogues</i> | AN 28#3, 48#3, 59#1, 68#2, 75#1#4, 82#2, 93#2, 95#1, 103#1#2#3 CA 10-12, 15-17, 21, 22, 25-31, 35-37, 40-43 47-51, 59-63, 66-69, 73-77, 80-84, 87, 88, 91-94, 97-102, 105-110, 113-123, 132-140, 143 |
| <ul style="list-style-type: none"> - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style; (W6) | <ul style="list-style-type: none"> - <i>Mini-dialogues</i>, Expansion Activities | CA 65, 79, 90, 104, 125, 142 AN 28#3, 48#3, 59#1, 68#2, 75#1#4, 82#2, 93#2, 95#1, 103#1#2#3 |
| <ul style="list-style-type: none"> - incorporate newly acquired vocabulary into their written work. (W7) | <ul style="list-style-type: none"> - <i>Vocabulaire</i>, <i>Mini-dialogues</i>, Expansion Activities | CA 6, 7, 13, 18, 19, 23, 32, 33, 38, 45, 52, 56, 70, 71, 85, 95, 111, 126, 130 CA 65, 79, 90, 104, 125, 142 AN 28#3, 48#3, 59#1, 68#2, 75#1#4, 82#2, 93#2, 95#1, 103#1#2#3 |