

Grade 11 Curriculum Correlation with **NOUVELLES FRONTIERES 11e**

ORAL COMMUNICATION

	OVERALL EXPECTATIONS	Anthology	Cahier	Guide
OEOC1	respond in a variety of ways to a range of media works and spoken texts	All <i>As-tu compris?</i> questions		Oral Comm. sections 1, 7
OEOC2	express ideas and opinions in self-directed conversations and discussions	All <i>Avant de lire</i> questions		
OEOC3	make oral presentations on a variety of topics	p. 29 #1, p. 39 #2, p. 47 #1, p. 71 #1, p. 74 #1 #2, p. 84 #2		Oral Comm. sections 3, 4, 5, 7
OEOC4	use correct grammar and appropriate language conventions during oral communication activities	Throughout	All <i>Mini-dialogue</i> Part B activities	
	SPECIFIC EXPECTATIONS			
	LISTENING			
OC1	mime or re-enact the actions described in a recorded story, dramatization, or poem	p. 127 #1		
OC2	extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations	p. 100 #1		Oral Comm. section 1
OC3	give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays)	p. 90 #1 #2, p. 95 #1, p. 154 #2		Oral Comm. section 4
OC4	ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions	p. 23 #2, p. 90 #1		Oral Comm. section 2



	SPEAKING			
OC5	prepare an argument based on researched information	p. 84 #2		Oral Comm. section 3
OC6	dramatize a scene from a text read in class	p. 168 #3		
OC7	express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions	p. 95 #1, p. 160 #1, p. 168 #1		Oral Comm. section 4
OC8	participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view)	p. 95 #1, p. 160 #1		Oral Comm. section 5
OC9	present a report based on the results of a questionnaire on a current issue (e.g. the use of drugs in sports)	p. 71 #1,		Oral Comm. section 6
OC10	create a media presentation (e.g., a news report, an interview, a political debate)	p. 47#1, p. 66 #2, p. 151 #2		Oral Comm. section 7
	APPLICATION OF LANGUAGE CONVENTIONS			
OC11	recognize and use appropriate language structures	Throughout	All <i>Ecoule</i> activities All <i>Mini-Dialogue</i> Part B activities	
OC12	use newly acquired vocabulary in conversation	p. 95 #1, p. 160 #1	All <i>Mini-Dialogue</i> Part B activities	
OC13	interpret the meaning of unfamiliar words, using contextual clues	p. 47#1, p. 66 #2, p. 151 #2		
OC14	use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French	p. 130 #2		Writing section 5

READING

	OVERALL EXPECTATIONS	Anthology	Cahier	Guide
OER1	read and demonstrate an understanding of a range of literary and informational texts	All <i>As-tu compris?</i> questions	All comprehension questions	
OER2	apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented)	p. 11 #2, p. 66 #1, p. 105 #1, p. 130 #1	Last 2 or 3 comprehension questions of each section	Reading section 3
OER3	expand their understanding of francophone culture around the world through their reading	Selections 2, 21, 35, 37: Africa Selection 30: New Brunswick Selection 31: Ontario Selection 36: Manitoba Selections 11, 16: France		
OER4	identify and understand language conventions used in their reading materials	Throughout Anthology	All Grammar presentation pages	
	SPECIFIC EXPECTATIONS			
R1	summarize articles or short stories to present key information	p. 140 #1, p. 145 #1		Reading section 1
R2	identify and describe the elements of a story (e.g., characters, setting, plot, climax)	p. 23 #1, p. 181 #1		Reading section 2
R3	analyse fictional characters and explain their motivations	p. 11 #1, p. 130 #1		Reading section 3
R4	read independently a short novel or a play (100-			Suggestions given

	150 pages) and respond by answering questions, summarizing the plot, and discussing the main ideas and supporting details			in Guide
R5	write a multi-paragraph critique of a literary text based on their interpretation	p. 95 #2, p. 140 #3, p. 172 #2		Writing section 1
R6	use specific research skills (e.g., identifying sources, gathering data, taking notes, out-lining) as they read for information	p. 23 #2, p. 47#1, p. 184 #1		Oral Communication section 3
	APPLICATION OF LANGUAGE CONVENTIONS			
R7	recognize and use appropriate language structures	Throughout	All grammar activity pages, All <i>Mini-dialogue</i> Part A activities	
R8	identify formal and informal language used by authors in various literary genres	p. 66 #3		
R9	compare the form and style of various genres (e.g., short stories, poems, essays, plays)	p. 154 #3		Reading section 4
R10	use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions	Throughout		Reading section 5
R11	use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary	Anthology <i>lexique</i>		

WRITING

	OVERALL EXPECTATIONS	Anthology	Cahier	Guide
OEW1	create written texts expressing their ideas and opinions for a variety of audiences	p. 140 #3, p. 145 #1		Writing sections 1, 2, 3, 4
OEW2	write in a variety of forms, adjusting the language to suit the purpose and the audience	p. 29 #2, p. 47 #2, p. 61 #1,		Writing sections 1, 2, 3, 4, 5, 6
OEW3	use correct grammar and appropriate language conventions in their written work	Throughout		Writing section 6
	SPECIFIC EXPECTATIONS			
W1	write a review of a text, a movie, or a play studied in class, including a summary of the plot and their personal reactions and recommendations	p. 42 #2, p. 95 #2, p. 140 #3, p. 172 #2		Writing section 1
W2	write a dialogue or short drama illustrating the roles and reactions of characters found in a text studied in class	p. 11 #2, p. 66 #1, p. 124 #1, p. 130 #1, p. 181 #2		Writing section 2
W3	write a multi-paragraph text commenting on a situation or defending an opinion	p. 60 #2, p. 118 #1 #2, p. 124 #3, p. 154 #1		Writing section 3
W4	write an essay (approximately 500 words) based on a personal experience	p. 39 #1		Writing section 4

	APPLICATION OF LANGUAGE CONVENTIONS			
W5	recognize and use appropriate language structures	Throughout	All <i>Mini-dialogue</i> Part A and B activities	Writing section 5
W6	revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style	p. 60 #2, p. 118 #1 #2, p. 124 #3, p. 154 #1		Writing section 6
W7	identify correctly the indicators for parts of speech (e.g., n. for nous, adj, for adjective) that are found in a dictionary	Anthology <i>lexique</i>		
W8	incorporate newly acquired vocabulary into their written work	p. 60 #2, p. 118 #1 #2, p. 124 #3, p. 154 #1		
W9	use French-English dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary	Anthology <i>lexique</i>		