

Learning Expectations

Strand and Sub-category	Expectation	Textbook/Livre	Workbook/Cahier	Compact Disc/Disque compact	Anthology/Anthologie
ORAL COMMUNICATION • Listening	L1 respond to spoken texts and media works by recounting key information and explaining some supporting details	p. 8, <i>Allons-y!</i> ; p. 15, 2; p. 16, <i>Avant de lire</i> ; p. 20, 1; pp. 30–31, <i>Allons-y!</i> ; p. 41, 1; p. 66, 3; p. 72, 4; pp. 82–83, <i>Allons-y!</i> ; p. 84, <i>Avant de lire</i> ; p. 88, 1; p. 90, <i>Avant de lire</i> ; p. 94, 1; p. 112, 2; p. 130, <i>Allons-y!</i> ; p. 132, <i>Avant de lire</i> ; p. 139, <i>Avant de lire</i> ; p. 163, 1; p. 170, 1; p. 181, 1; p. 184, <i>Avant de lire</i>	p. 6, B; p. 15; p. 18; p. 31, A; p. 36, B; p. 37, A; p. 42, A; p. 48; p. 54, A; p. 57, A; p. 63, B; p. 66; p. 67, A-B; p. 69, B; p. 74; p. 79; p. 80, A-B; p. 89; p. 90; p. 100; p. 122; p. 131, A-B; p. 152; p. 160; p. 164; p. 172; p. 176	1.1; 1.6; 1.7; 1.12; 1.15; 2.1; 2.2; 2.4; 2.5; 2.7; 2.8; 2.10; 2.12; 2.13; 2.14; 3.2; 3.3; 3.8; 3.9; 3.11; 3.12; 3.13; 3.14; 3.16; 3.17; 4.1; 4.2; 4.3; 4.5; 4.7; 4.8; 4.9; 4.10; 4.11; 4.15; 4.17; 4.18; 5.2; 5.4; 5.7; 5.13; 5.15; 6.1; 6.2; 6.3; 6.7; 6.8; 6.10; 6.12; 7.1; 7.2; 7.10; 7.11; 7.12; 7.13; 7.14; 7.15; 7.21; 8.1; 8.4; 8.5; 8.7	
	L2 listen to the ideas and opinions of others, agree or disagree, and justify their points of view	p. 15, 2; p. 26, <i>À ton avis</i> ; p. 36, 1; p. 62, <i>À ton avis</i> ; p. 65, 2, <i>À ton avis</i> ; p. 94, 2; p. 99, <i>À ton avis</i> ; p. 112, <i>À ton avis</i> , 2; p. 119, 3; p. 126, <i>Application</i> ; p. 127, 3; p. 144, <i>À ton avis</i> ; p. 146, <i>Avant de lire</i> ; p. 149, 1; p. 170, <i>À ton avis</i> , 3; p. 181, <i>À ton avis</i>			Throughout <i>Avant de lire</i> activities

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	L3 respond to classmates' presentations by asking questions for clarification and by providing feedback	p. 119, <i>À la tâche</i> ; p. 150, <i>À la tâche</i> ; p. 163, 2; p. 170, 2 a), b)			p. 82, Expansion, <i>Éruption à la maison!</i> ; p. 84, Expansion 1, <i>Bêtes de l'écran</i> ; p. 88, Expansion, <i>Lucille Teasdale, chirurgienne de guerre</i>
• Speaking	S1 use complete sentences in sustained conversations	Throughout unit 1 (e.g., p. 10, <i>Avant de lire</i> ; p. 20, 2); Throughout unit 2 (e.g., p. 36, 4; p. 41, 2; p. 46, 3); Throughout unit 3; Throughout unit 4 (e.g., p. 99, 1); Throughout unit 5 (e.g., p. 112, <i>À la tâche</i> ; p. 119, <i>À la tâche</i>); Throughout unit 6 (e.g., p. 149, 1; p. 150, <i>À la tâche</i>); Throughout unit 7 (e.g., p. 162, <i>Application</i> ; p. 163, <i>À la tâche</i> ; p. 169, <i>Application</i> ; p. 170, 2 b), <i>À ton avis</i> , 3); Throughout unit 8 (e.g., p. 176, <i>Avant de lire</i>)			Throughout <i>Avant de lire</i> activities

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	<p>S2 interpret meaning through dramatization (e.g., demonstrate the mood and feeling of a poem; portray the attitudes of the main characters in a story; present a humorous situation from a reading passage)</p>	<p>p. 41, 2; p. 46, 2; p. 112, <i>À la tâche</i>; p. 127, <i>À ton avis</i></p>			<p>p. 80, Expansion 1, <i>Tout ce bla bla!</i>; p. 84, Expansion 2, <i>La chanson des lutins</i>; p. 79, Expansion 2, <i>Colosses en périll!</i>; p. 85, Expansion, <i>Quoi de neuf, docteur?</i>; p. 85, Expansion, <i>Tyler et son chien</i></p>
	<p>S3 speak in French when working in collaborative and exploratory activities</p>	<p>Throughout unit 1 (e.g., p. 22, <i>Avant de lire</i>); Throughout unit 2 (e.g., p. 36, 1, 2, 3, 4; p. 41, 2; p. 53, 2, 3); Throughout unit 3 (e.g., p. 65, 1, 2; p. 67, 4; p. 74, <i>Avant de lire</i>; p. 76, 2); Throughout unit 4 (e.g., p. 88, 1, 3; p. 94, 2 b), c), <i>À la tâche</i>; p. 99, 1, 2); Throughout unit 5 (e.g., p. 112; p. 119, 3; p. 126, <i>Application</i>)</p>	<p>p. 10, B; p. 11, C; p. 16, B; p. 19, C; p. 30, C; p. 59, <i>À ton avis</i>; p. 67, B; p. 80, B; pp. 149–150; p. 168, B</p>		<p>Throughout</p>

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		Throughout unit 6 (e.g., p. 137, 1; p. 143, 1; p. 150, 3); Throughout unit 7 (e.g., p. 162, <i>Application</i> ; p. 163, <i>À la tâche</i> ; p. 169, <i>Application</i> ; p. 170, 3); Throughout unit 8 (e.g., p. 181, 3; p. 188, 1, 2 a); p. 190, <i>La tâche finale</i>)			
	S4 present short dialogues (e.g., based on wordless comic strips, illustrations, photographs)	p. 20, 3; p. 41, 2; p. 65, 1; p. 76, 2; p. 79, 3; p. 89, <i>À la tâche</i> ; p. 112, <i>À ton avis</i> ; p. 127, 1; p. 137, 1; p. 143, 1	pp. 149–150		p. 74, Expansion, <i>Meurtre dans le salon</i>
	S5 prepare and give oral presentations on topics under study, incorporating appropriate audio and visual aids	p. 15, 1; p. 20, 2; p. 54; p. 56; p. 72, 2; p. 79, 3; p. 88, 2, 3; p. 94, 2; p. 99, <i>À ton avis</i> ; p. 119, <i>À la tâche</i> ; p. 144, <i>À la tâche</i> ; p. 149, 1; p. 150, <i>À la tâche</i> ; p. 163, 2, 3 a); p. 170, 2 a), b), <i>À la tâche</i> ; p. 189, <i>À la tâche</i> ; p. 190, <i>La tâche finale</i>			p. 82, Expansion, <i>Éruption à la maison!</i> ; p. 84, Expansion 1, <i>Bêtes de l'écran</i> ; p. 88, Expansion, <i>Lucille Teasdale, chirurgienne de guerre</i> ; p. 87, Expansion 1, <i>L'or de l'Amazonie</i>

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<ul style="list-style-type: none"> Application of Language Conventions 	OLC1 recognize and use appropriate language structures	Throughout unit 1 (e.g., p. 14, <i>Application</i> ; p. 15, <i>À la tâche</i> ; p. 19, <i>Application</i>); Throughout unit 2 (e.g., p. 34, <i>Application</i> ; p. 40, <i>Application</i> ; p. 41, 2; p. 47, <i>À la tâche</i>); Throughout unit 3 (e.g., p. 63, <i>Application</i>); Throughout unit 4 (e.g., p. 86, <i>Application</i> ; pp. 92–93, <i>Application</i> ; p. 94, <i>À la tâche</i> ; p. 98, <i>Application</i>); Throughout unit 5 (e.g., p. 112, <i>À la tâche</i> ; p. 117, <i>As-tu observé?</i> ; p. 125, <i>As-tu observé?</i> , <i>As-tu remarqué?</i>); Throughout unit 6 (e.g., p. 135, <i>Application</i> ; p. 142, <i>Application</i>); Throughout unit 7 (e.g., p. 163, 2, <i>À la tâche</i> ; p. 170, 2, 3, 4);	p. 8; p. 13; p. 75; p. 77, B-C; p. 81; p. 126; p. 128; p. 133; p. 158	1.3; 1.4; 1.11; 2.3; 2.6; 3.5; 3.6; 3.18; 4.6; 4.12; 4.16; 5.3; 5.8; 5.9; 5.10; 6.4; 6.5; 6.13; 6.14; 7.3; 7.4; 7.5; 7.6; 7.7; 7.8; 7.9; 7.17; 7.18; 7.19; 7.20; 8.3; 8.9	Throughout

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		Throughout unit 8 (e.g., p. 180, <i>As-tu observé?</i> , <i>Application</i> ; p. 186, <i>As-tu observé?</i> , p. 189, <i>À la tâche</i> ; p. 190, <i>La tâche finale</i>)			
	OLC2 use newly acquired vocabulary in conversation	Throughout unit 1 (e.g., p. 15, 1; p. 20, 1, 2; p. 22, <i>Avant de lire</i> ; p. 26, 2 a)); Throughout unit 2 (e.g., p. 36; p. 37, <i>Avant de lire</i> ; p. 41, 2; p. 46, 2); Throughout unit 3 (e.g., p. 65, 1, 2, <i>À ton avis</i> ; p. 76, 2; p. 79, 2, 3 a)); Throughout unit 4 (e.g., p. 94, <i>À la tâche</i> ; p. 99, <i>À ton avis</i>); Throughout unit 5 (e.g., p. 112; pp. 120–121; p. 127); Throughout unit 6 (e.g., p. 135, <i>Application</i> ; p. 137, 1; p. 143, 1, 3); Throughout unit 7 (e.g., p. 163; p. 170); Throughout unit 8 (e.g., p. 181; p. 189, <i>À la tâche</i>)			Throughout

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	<p>OLC3 recognize particular vocabulary items used in Canada that are different from those used in other French-speaking regions (e.g., <i>le dîner/le déjeuner, l'école secondaire/le lycée</i>)</p>	<p>p. 21, <i>Info-culture</i></p>			
	<p>OLC4 use appropriate verbs to express thoughts and feelings (e.g., <i>croire, penser, espérer</i>)</p>	<p>Throughout unit 1 (e.g., p. 20, 1); Throughout unit 2 (e.g., p. 36, 4; p. 54); Throughout unit 3; Throughout unit 4 (e.g., p. 91, <i>As-tu compris?</i>, p. 94, 1 d); p. 96, <i>Avant de lire</i>; p. 99, <i>A la tâche</i>); Throughout unit 5; Throughout unit 6; Throughout unit 7; Throughout unit 8</p>			<p>Throughout <i>Avant de Lire</i> activities</p>
	<p>OLC5 infer the meaning of unfamiliar words from verbal and non-verbal/visual cues (e.g., volume and tone of voice, facial expressions, and gestures)</p>	<p>Throughout unit 1 (e.g., p. 24, <i>As-tu observé?</i>); Throughout unit 2 (e.g., pp. 30–31, <i>Allons-y!</i>; p. 37, <i>L'enquête policière</i>); Throughout unit 3 (e.g., pp. 58–59, <i>Allons-y!</i>; p. 66, <i>La vengeance de Dragara</i>); pp. 72–73, 1; Throughout unit 4;</p>			<p>Throughout</p>

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	<p>R3 analyse at least one chapter book and a selection of short stories, articles, and poems, identifying key element (setting, plot, main characters)</p>	<p>p. 17, <i>As-tu compris?</i>; p. 23, <i>As-tu compris?</i>; p. 33, <i>As-tu compris?</i>; p. 38, <i>As-tu compris?</i>; p. 62, <i>As-tu compris?</i>; p. 70, <i>As-tu compris?</i>; p. 75, <i>As-tu compris?</i>; p. 78, <i>As-tu compris?</i>; p. 85, <i>As-tu compris?</i>; p. 91, <i>As-tu compris?</i>; p. 97, <i>As-tu compris?</i>; p. 100, <i>As-tu compris?</i>; p. 110, <i>As-tu compris?</i>; p. 116, <i>As-tu compris?</i>; p. 124, <i>As-tu compris?</i>; p. 133, <i>As-tu compris?</i>; p. 140, <i>As-tu compris?</i>; p. 147, <i>As-tu compris?</i>; p. 168, <i>As-tu compris?</i>; p. 177, <i>As-tu compris?</i>; p. 185, <i>As-tu compris?</i></p>			<p>Short stories in chapters: <i>Le dragon de la forêt; Tout ce bla bla; La chanson de lutins</i> Short stories: <i>Meurtre dans le salon; Le tunnel de la peur</i> Biographical articles: <i>Le scientifique du siècle; Julie Payette, astronaute canadienne; Lucille Teasdale, chirurgienne de guerre</i> Articles: <i>Chasse à la baleine sur Internet; L'exploitation des enfants; Les dangers d'Internet; Drôles de visiteurs; Colosses en péril!; La montagne meurtrière; Éruption à la maison!; Bêtes de l'écran; Quoi de neuf, docteur?; L'or de l'Amazonie</i></p>

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	<p>R4 describe an incident in a book they have read by creating a media work (e.g., a book jacket, a movie poster, an advertisement, a newspaper article)</p>				<p>Poetry: <i>Zoé au Cirque du Soleil; La Terre; La chanson de la vie</i> Comic strips: <i>La vie sociale; L'anniversaire de James; Tyler et son chien; Minette dans la cuisine</i> Questionnaire: <i>Un quiz : tes devoirs?</i> Dialogue: <i>C'est difficile, le théâtre!</i></p> <hr/> <p>p. 77, Expansion 2, <i>Le dragon de la forêt</i>; p. 78, Expansion 1, <i>Drôles de visiteurs</i>; p. 82, Expansion 1, <i>Zoé au Cirque du Soleil</i>; p. 79, Expansion, <i>Le scientifique du siècle</i>; p. 82, Expansion 1, <i>C'est difficile, le théâtre!</i></p>

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	R5 prepare dialogues and create written text, using models from reading selections	p. 15, 1; p. 20, <i>À la tâche</i> ; p. 26, 2, <i>À la tâche</i> ; p. 36, 3, 4; p. 41, 2; p. 42, 4 a), b); p. 46, 1 a), b), c); p. 53, 2 a), b); p. 67, 5; p. 76, 1, 4; p. 79, 2, 3; p. 76, 1; p. 99, 1, <i>À ton avis</i> ; p. 102, 1, <i>À la tâche</i> ; p. 112, <i>À la tâche</i> ; p. 138, 4; p. 143, 1; p. 189, <i>À la tâche</i>	p. 19; p. 33, B; p. 83, B-C; p. 84; p. 85, A- B; p. 88, A-C; p. 91, A-B; p. 130; p. 131; pp. 149–150, A, C; p. 161, B		p. 72, Expansion, <i>La vie sociale</i> ; p. 72, Expansion, <i>L'anniversaire de James</i> ; p. 77, Expansion 1, <i>Le dragon de la forêt</i> ; p. 82, Expansion 2, <i>Zoé au Cirque du Soleil</i> ; p. 80, Expansion 2, <i>Tout ce bla bla!</i> ; p. 84, Expansion 2, <i>La chanson des lutins</i>
• Application of Language Conventions	RLC1 recognize and use appropriate language structures	Throughout units 1-8 (e.g., <i>As-tu observé?</i> p. 34; p. 39; p. 51; p. 63; p. 86; p. 92; pp. 117–118; pp. 125–126; p. 141; p. 159; pp. 160–162; p. 169; p. 180; p. 186; <i>Application</i> : p. 34; p. 40; p. 63; p. 86; p. 92; p. 135; p. 142; pp. 160–162; p. 169; p. 180; p. 187; <i>As-tu remarqué?</i> : p. 35; p. 40; p. 47; p. 125; p. 159)	p. 20, A; p. 29; p. 87; p. 88; p. 91; pp. 98–99; p. 126; p. 140		Throughout

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	RLC2 use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions	Throughout unit 1 (e.g., p. 24, <i>As-tu observé</i>); Throughout unit 2 (e.g., p. 39; p. 40; p. 47); Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6; Throughout unit 7; Throughout unit 8	p. 29, B; p. 33; p. 77; p. 129		Throughout
	RLC3 demonstrate an understanding of words or phrases by providing synonyms, antonyms, or brief definitions	Throughout unit 1; Throughout unit 2 (e.g., p. 45; p. 48, <i>Info-culture</i>); Throughout unit 3; Throughout unit 4 (e.g., p. 100, <i>Avant de lire</i>); Throughout unit 5; Throughout unit 6; Throughout unit 7; Throughout unit 8	p. 83; p. 86; p. 92; pp. 124–125; p. 132; p. 169		Throughout; Specific activities with p. 74, Expansion 2, <i>L'exploitation des enfants</i> ; p. 86, Expansion 1, 2, <i>La chanson de la vie</i> ; p. 83, Expansion 1, <i>La chanson des lutins</i>
	RLC4 observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud	Throughout unit 1; Throughout unit 2; Throughout unit 3 (e.g., p. 72, <i>À la tâche</i>); Throughout unit 4; Throughout unit 5; Throughout unit 6 (e.g., p. 148, 1-3, 4 a); Throughout unit 7; Throughout unit 8	p. 146		Throughout

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	<p>RLC5 read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences (e.g., <i>Il fait très froid aujourd'hui. Comment vas-tu? Quelle réponse!</i>)</p>	<p>Throughout unit 1; p. 36; p. 39; p. 53; p. 54, 4; Throughout unit 3 (e.g., p. 72, <i>À la tâche</i>; p. 76, 2, 4); Throughout unit 4; Throughout unit 5; Throughout unit 6; Throughout unit 7; Throughout unit 8</p>	<p>p. 41, 2; p. 53, 2, B; p. 146</p>		<p>Throughout</p>
	<p>RLC6 demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations)</p>	<p>Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5 (e.g., p. 111, <i>As-tu observé?</i>, <i>Application</i>; <i>Hum... quelle est la règle?</i>); Throughout unit 6; Throughout unit 7;</p>	<p>pp. 98–99</p>		<p>Throughout</p>
	<p>RLC7 use French-English dictionaries to determine the meaning of unfamiliar vocabulary</p>	<p>Throughout unit 8 Throughout unit 1; Throughout unit 2 (e.g., p. 36); Throughout unit 3; Throughout unit 4 (e.g., p. 88, 2); Throughout unit 5 (e.g., p. 111, <i>Application</i>); Throughout unit 6;</p>	<p>pp. 98–99; p. 151; p. 169</p>		<p>Throughout</p>

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		Throughout unit 7 (e.g., p. 171, <i>Info-culture</i>); Throughout unit 8			
WRITING • Communication of Information & Ideas	W1 write a descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence	p. 15, <i>À la tâche</i> ; p. 20, <i>À la tâche</i> ; p. 25, 1; p. 41; p. 42, 4; p. 43; p. 47, 4; p. 53, 3; p. 67, 6, 7; p. 76, 1; p. 79, 1, 4; p. 102, 1, 2; p. 112; p. 119, 3, <i>À la tâche</i> ; p. 127, <i>À la tâche</i> ; p. 137, 2; p. 143, 2; p. 150, 3; p. 163, 2; p. 170, <i>À la tâche</i> ; p. 189, <i>À la tâche</i> ; p. 190, <i>La tâche finale</i>	p. 9; p. 63; p. 64; p. 94; p. 161, B		p. 75, Expansion, <i>Les dangers d'Internet</i> ; p. 76, Expansion 1, <i>Le Tunnel de la peur</i> ; p. 81, Expansion, <i>La montagne meurtrière</i> ; p. 80, Expansion 2, <i>Tout ce bla bla!</i>
	W2 exchange information by writing a letter, a postcard, or an e-mail message that includes an appropriate salutation and closing	p. 42; p. 67, 5; p. 112, 1; p. 138, <i>À la tâche</i> ; p. 150, 2	p. 24, E		p. 73, Expansion 1, <i>L'exploitation des enfants</i> ; p. 77, Expansion 1, <i>Le dragon de la forêt</i> ; p. 84, Expansion 2, <i>Bêtes de l'écran</i> ; p. 80, Expansion, <i>Julie Payette, astronaute</i> ; p. 86, Expansion, <i>Minette dans la cuisine</i>

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	W3 record personal thoughts and observations in diaries, journals, and logs	p. 54, <i>À ton avis</i> , 4; p. 112, 2; p. 119, 4; p. 127, <i>À la tâche</i> ; p. 172, <i>La tâche finale</i>	p. 7; p. 15, 3; p. 16; p. 21; p. 111		p. 73, Expansion 1, <i>L'exploitation des enfants</i> ; p. 76, Expansion 1, <i>Le Tunnel de la peur</i> ; p. 78, Expansion 2, <i>Drôles de visiteurs</i> ; p. 86, Expansion 1, 2, <i>La Terre</i>
	W4 write point-form notes to record key information from articles, poems, and reading passages	p. 36; p. 41, 1 a); p. 42, 3; p. 94, 2 b); p. 112, 2; p. 137, 2, 3; p. 143, 2; p. 163, 1; p. 170, 1; p. 177, 5	p. 10; p. 28; p. 31, B; p. 37, C; p. 63, B, C; p. 92; p. 100; p. 161 B; p. 172, C; p. 176		p. 73, Expansion, <i>Chasse à la baleine sur Internet</i> ; p. 79, Expansion 1, <i>Colosses en péril!</i> ; p. 82, Expansion 2, <i>C'est difficile, le théâtre!</i>
• Application of Language Conventions	WLC1 recognize and use appropriate language structures	Throughout unit 1; Throughout unit 2 (e.g., p. 34; p. 40; p. 41; p. 46; p. 47, 4; p. 52; p. 56, <i>À la tâche</i>); Throughout unit 3; Throughout unit 4; Throughout unit 5 (e.g., p. 112; p. 117, <i>Application</i> ; pp. 120–121; p. 126, <i>Application</i> ; p. 127, <i>À la tâche</i>); Throughout unit 6;	p. 14; p. 16; p. 76; p. 81; p. 82; p. 88; pp. 106–110; pp. 114–116; p. 127; p. 134; p. 135; pp. 145–146; pp. 153–157; p. 171; p. 177; p. 183		Throughout

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		Throughout unit 7 (e.g., p. 162, <i>Application</i> ; p. 163; p. 169, <i>Application</i> ; p. 170; p. 172, <i>La tâche finale</i>); Throughout unit 8 (e.g., p. 189, <i>À la tâche</i> ; p. 190, <i>La tâche finale</i>)			
	WLC2 write a short dictated message, using correct spelling and punctuation		p. 9; p. 87; pp. 101–102; p. 117; p. 122, B; p. 137; p. 139; p. 161, A; p. 175, A; p. 178		
	WLC3 revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style	Throughout unit 1 (e.g., p. 15, 3); Throughout unit 2 (e.g., p. 41, 4; p. 42, 4 a); p. 46; p. 47, 4); Throughout unit 3; Throughout unit 4 (e.g., p. 94, 3); Throughout unit 5; Throughout unit 6; Throughout unit 7; Throughout unit 8	p. 139		Throughout

Learning Expectations

Strand and Sub-category	Expectation	Textbook/Livre	Workbook/Cahier	Compact Disc/ Disque compact	Anthology/ Anthologie
	WLC4 incorporate newly acquired vocabulary into their written work	Throughout unit 1; Throughout unit 2 (e.g., p. 36; p. 37, <i>Avant de lire</i> ; p. 41; p. 42; p. 45, 2; p. 46, 1 b); p. 47, 4; p. 53); Throughout unit 3 (e.g., p. 66, 6); Throughout unit 4 (e.g., p. 94, 3; p. 102, 1, 2); Throughout unit 5 (e.g., p. 112; p. 119); Throughout unit 6; Throughout unit 7 (e.g., p. 163, <i>À la tâche</i> ; p. 170; p. 172, <i>La tâche finale</i>); Throughout unit 8 (e.g., p. 181, 3 b); p. 188, 2 b); p. 190, <i>La tâche finale</i>)	p. 28; p. 34; p. 86; p. 88; p. 94; p. 151; p. 180		Throughout