

## Français 12: Outcomes

**GCO 1.1:** *Students should be capable of demonstrating a positive attitude toward the French language and francophone communities in Canada and around the world.*

- 1.1.1 continues learning French independently
- 1.1.2 explains value of various works by classical authors from the Canadian and global francophone community
- 1.1.3 demonstrates awareness of range of possibilities provided by bilingualism
- 1.1.4 accomplishes cultural projects that reflect own reality as a bilingual adolescent

**GCO 1.2:** *Students should be capable of recognizing and respecting cultural diversity.*

- 1.2.1 notices certain ways of speaking that reflect the culture of the speaker
- 1.2.2 explores various sources of documentation
- 1.2.3 identifies linguistic and non-linguistic components of culture (accents, gestures, nuances, social conventions, tone of voice, etc.)
- 1.2.4 notices stereotypes and prejudices, and describes their effect on youth of the same age, and on society
- 1.2.5 compares own opinion with that of others, and check logic and relevance of facts or evidence presented
- 1.2.6 reformulates own opinion when logic and evidence prove contrary to own original thought
- 1.2.7 uses language formality appropriate to the situation
- 1.2.8 discusses social scope of written, spoken, and visual works
- 1.2.9 discusses role one can play in the community as a bilingual Anglophone

**GCO 2.1:** *Students should be capable of demonstrating their understanding of a range of oral texts in order to satisfy their communicative needs according to the situation.*

- 2.1.1 answers complex questions
- 2.1.2 recognizes images evoked in works of poetry, and pinpoints passages that show imagery
- 2.1.3 evaluates relevance and effectiveness of stylistic processes in presentation and comprehension of a message
- 2.1.4 listen critically in order to analyze and assess ideas, opinions, feelings, and information presented
- 2.1.5 develops an appreciation of quality of text content, organization, and style, comparing it to other presentations of the same type

**GCO 2.2:** *Students should be capable of speaking to meet their communicative needs according to the situation.*

- 2.2.1 interprets ambiguities in complex texts
- 2.2.2 explains ways to make a text coherent and logical
- 2.2.3 shows originality in productions by presenting unusual perspectives
- 2.2.4 defends own point of view effectively in interactive and non-interactive situations
- 2.2.5 justifies own choices, perceptions, and opinions in a variety of contexts
- 2.2.6 gives a formal presentation supported by technology
- 2.2.7 uses elements of drama, humour, or suspense, depending on the situation
- 2.2.8 selects and presents information, using specific and precise expressions and vocabulary related to the subject

**GCO 2.3 :** *Students should be capable of planning and managing their listening and speaking by applying strategies that meet their communicative needs according to the situation.*

- 2.3.1 foresees potential questions that may be asked following own presentation
- 2.3.2 selects language formality appropriate to the situation
- 2.3.3 organizes own text based on form of communication intended (information, self-expression, entertainment, influence, persuasion, etc.)
- 2.3.4 evaluates own use of listening strategies in a variety of contexts
- 2.3.5 justifies appropriate level of language formality (colloquial, everyday, formal)
- 2.3.6 identifies development of themes and values presented
- 2.3.7 analyzes objectivity or subjectivity of information
- 2.3.8 analyzes effectiveness of techniques used
- 2.3.9 provides necessary support to peers
- 2.3.10 demonstrates solidarity with others

**GCO 3.1 :** *Students should be capable of demonstrating their understanding of a range of texts, in order to meet their communicative needs according to the situation.*

- 3.1.1 recognizes elements of thought development, opposing viewpoints, cause and effect in texts such as those presenting miscellaneous facts, documentaries, articles, letters, or opinion pieces
- 3.1.2 recognizes elements of supposition, consequence, condition, concession in texts such as files, analytical, or argumentative articles
- 3.1.3 identifies elements of analytical and argumentative texts (statement of problem, presentation of its components, order of arguments)
- 3.1.4 selects information drawn from several source texts and merges it as required within a particular form of text
- 3.1.5 recognizes images evoked in works of poetry, and pinpoints passages that show imagery
- 3.1.6. explains and justifies own opinion and reaction to a text
- 3.1.7 evaluates effectiveness of analysis and arguments
- 3.1.8 recognizes structural elements particular to various types of texts
- 3.1.9 recognizes elements of argumentative texts (premise, sequence of arguments, conclusion)
- 3.1.10 identifies type of argumentative text (opposing viewpoints, accumulation of evidence, facts-causes-consequences)
- 3.1.11 evaluates relevance and validity of arguments
- 3.1.12 analyzes author's point of view
- 3.1.13 analyzes relationship between various components of a text, such as themes, characters, setting, narrative tense, narrator's point of view
- 3.1.14 recognizes and evaluates variety of language used
- 3.1.15 compares level of language formality used
- 3.1.16 judges use of figures of style in various types of text
- 3.1.17 identifies persuasive expressions or words
- 3.1.18 explains choice of verb tenses used
- 3.1.19 analyzes elements which characterize various types of text

**GCO 3.2:** *Students should be capable of planning and managing their reading and viewing by applying communicative strategies according to their needs and the situation.*

- 3.2.1 compares events, characters, ideas with own personal experience
- 3.2.2 uses elements which indicate the type of text, in order to make predictions about content of a text
- 3.2.3 justifies choice of note-taking methods to support own comprehension and retain information
- 3.2.4 analyzes solutions offered to resolve difficulties encountered during reading or viewing, and evaluates effectiveness of same
- 3.2.5 recognizes and evaluates techniques used in films to present a real situation

**GCO 4.1 :** *Students should be capable of writing and representing to meet their communicative needs according to situation.*

- 4.1.1 drafts texts containing elements of drama, humour, surprise or suspense
- 4.1.2 drafts argumentative and analytical texts consistent with characteristics specific to same
- 4.1.3 justifies own choices, perceptions, and opinions
- 4.1.4 judges effectiveness of playing with meaning of words in order to amuse, entertain, or elicit laughter
- 4.1.5 correctly uses standard spelling
- 4.1.6 correctly uses appropriate elements of syntax
- 4.1.7 correctly uses appropriate elements of grammar
- 4.1.8 judges usefulness of various references to check structure of a text in question
- 4.1.9 uses certain stylistic and analytical processes that best convey personal intent
- 4.1.10 adapts content and style of own text according to personal intent and target audience