3. CURRICULUM OUTCOMES

INTRODUCTION

Curriculum outcomes define a subject area or program in terms of what students are expected to know, value and be able to do. Through the attainment of outcomes in various programs, students demonstrate their abilities in relation to the **Essential Graduation Learnings**.

Curriculum outcomes are organized from the general to the specific as defined and illustrated in the table below.

General Outcomes: *identify what students are expected to know and be able to do upon completion of study in a curriculum area*. The following is an example of a general outcome. **Students will be expected to communicate for different purposes.**

| **Key Stage Outcomes:** *identify what students are expected to know and be able to do at the end of Grades 3, 6, 9 and 12, as a result of their cumulative learning experiences in a curriculum area.* The following is an example of a key stage outcome.

By the end of **Senior High *Français***, students will be expected to:

1. Use speaking skills effectively. | **Specific Outcomes:** *identify what students are expected to know and be able to do at a particular grade level which contribute to the achievement of the* **Key Stage Outcomes**. The following is an example of a specific outcome.

 In ***Français* 1202 - 2202 - 3202**, students will be expected to:

◗ Use formal and informal language patterns depending on the situation and needs of learners (e.g., *tu/vous* patterns). |

There are six **General Curriculum Outcomes** for Senior High *Français*. The following pages contain the **Key Stage** and **Specific Outcomes** for *Français 1202 - 2202 - 3202*. Section 2 (pages 20 - 24) describes the content for each course, which serves as the context for the *Français* outcomes.

I. Students will be expected to communicate for different purposes:	
Key Stage Outcomes:	**Specific Outcomes:** *Français* **1202 - 2202 - 3202**
1. Engage the imagination or entertain (*Poétique / Ludique*):	◗ Give the ending to a story or poem. ◗ Relate a story (e.g., adventure, ghost story, romance, horror). ◗ Express imaginatively personal thoughts and feelings (e.g., poems and short plays or skits). ◗ Examine themes in literary works (e.g., novels, plays, poems).
2. Share factual information (*Informatif*):	◗ Report an event (e.g., a school assembly, a catastrophe or accident). ◗ Report a classroom experience (e.g., summary of a class discussion, a lab experiment or a book). ◗ Examine reports (e.g., documentaries, news reports).
3. Share opinions or feelings (*Expressif*):	◗ Express views about an issue (e.g., letter to the editor of a newspaper). ◗ Record thoughts, feelings, opinions and interests through journals, and responses to literature. ◗ Persuade or argue a case (e.g., letters of opinion, essay justifying an opinion). ◗ Examine arguments or positions (e.g., in newspaper articles, audio and video recordings).
4. Convince or incite someone to act (*Incitatif*):	◗ Explain instructions or directions using sketches, diagrams, charts or maps. ◗ Create publicity that includes visual images when appropriate. ◗ Speak and write to get action on an issue (e.g., safety issue, environmental issue).

II. Students will be expected to obtain information, share experiences and broaden perspectives.	
Key Stage Outcomes:	**Specific Outcomes:** *Français* **1202 - 2202 - 3202**
1. Recall details, and interpret information and ideas:	⬧ Identify the narrator, author, characters, topic, motives and the intended audience. ⬧ Describe the plot, main ideas, events or actions. ⬧ Express opinions with supporting details. ⬧ Describe conflicts, obstacles, behaviours, habits and customs. ⬧ Interpret visual, audio and dramatic representations (e.g., charts and moving images). ⬧ Summarize a text or speech.
2. Analyze and compare information and ideas:	⬧ Distinguish ideas, actions, events, places, objects, and personal and group characteristics. ⬧ Distinguish details related to time-period and socio-cultural context. ⬧ Describe contrasting information and viewpoints. ⬧ Describe the emotions evoked by an author, character, idea, event, action or place. ⬧ Compare fictitious events and actions to real life ones. ⬧ Compare behaviours, habits and customs (e.g., similarities and differences).
3. Synthesize information and ideas:	⬧ Discuss or debate intentions of authors, characters or participants (e.g., make inferences and draw conclusions). ⬧ Discuss patterns in behaviours, actions or events (e.g., connections between related behaviours, attitudes, actions and events). ⬧ Tell stories or relate experiences. ⬧ Give oral presentations in class. ⬧ Use drama to represent events or situations (e.g., role plays, improvisations, skits). ⬧ Write stories, letters, reports, essays, compositions and publicity.

4. Evaluate information and ideas:	- Identify bias, exceptions and inconsistencies in a position or argument. - Distinguish facts, opinions and conclusions in a position or argument. - Distinguish relevant and irrelevant, accurate and inaccurate information. - Assess the pros and cons of an argument or position advocated. - Assess the importance of people, actions, events, opinions or ideas. - Justify personal preferences in authors/texts. - Defend their feelings or opinions in reflective responses to literature, editorials, reports and publicity.
5. Use information technology to access local and worldwide sources and communication services, and to explore career options:	- Research topics. - Evaluate and share ideas with others on issues of concern. - Use expert referral services (e.g., leading practitioners, consultants, etc.). - Locate and evaluate career information (e.g., bilingual career opportunities, employment trends).

III. Students will be expected to communicate effectively:	
Key Stage Outcomes:	**Specific Outcomes:** *Français* **1202 - 2202 - 3202**
1. Speak and write effectively to share knowledge, ideas and feelings:	● State clearly the subject of an oral or written production. ● Apply rules of grammar correctly. ● Speak with appropriate pronunciation and intonation. ● Speak with fluency, appropriate volume and pacing/speed. ● Use a variety of appropriate words and descriptive phrases. ● Use simple and complex sentences and a variety of tenses and moods. ● Use oral language through role play, etc. ● Use appropriate linking words and phrases to connect ideas. ● Modify vocabulary and sentence structures to express meaning in different ways. ● Contribute new information to a topic. ● Express information and ideas in a logical order. ● Link ideas together. ● Use formal and informal language patterns depending on the situation and needs of learners (e.g., *tu/vous* patterns). ● Use strategies to avoid possible breakdowns in communication (e.g., paraphrase, synonyms, cognates, infinitives and gestures). ● Assess the effectiveness of oral and written productions, including their own. ● Revise oral and written work based on feedback. ● Apply conversational rules (e.g., speak in turn, respect opinions of others, stay on topic). ● Use oral language as a basis for writing.

IV. Students will be expected to use a combination of cueing systems and strategies to read, view and understand texts:	
Key Stage Outcomes:	**Specific Outcomes:** *Français* **1202 - 2202 - 3202**
1. Use grapho-phonic, semantic, pragmatic and syntactic cues:	▶ Use understanding of sound-symbol relationships to predict words (**grapho-phonic cues**). ▶ Use background knowledge to make sense of unknown words in a text (**semantic cues**). ▶ Use understanding of format and text structure to predict content and vocabulary (**pragmatic cues**). ▶ Use knowledge of sentence sense and word order to construct variations of words (**syntactic cues**).
2. Take risks in clarifying meaning:	▶ Accept miscues or errors as a part of striving to get meaning. ▶ Correct their own miscues or errors.
3. Use a variety of textual and contextual clues and strategies:	▶ Use **initiating** and **sampling** strategies (e.g., title, topics, visuals, table of contents, background knowledge, skimming as a preview to reading). ▶ Use **predicting strategies** (e.g., make guesses about a text, ask questions). ▶ Use **confirming strategies** (e.g., use preceding and/or subsequent text to decide if predictions make sense; use context, re-read, scan ahead to check ideas; do self-questioning, outline, summarize, produce story maps).

V. Students will be expected to demonstrate interest in reading and viewing as a means to extend knowledge and skills:	
Key Stage Outcomes:	**Specific Outcomes:** *Français* 1202 - 2202 - 3202
1. Read and view for enjoyment, and for a variety of information:	◗ Choose to read and view for information, leisure or enjoyment. ◗ Recall from memory frequently encountered words or expressions. ◗ Refer to texts for samples and examples of language style or register, context and form. ◗ Examine language patterns, phrases, specialized vocabulary and expressions (e.g., technical terms, idioms, language functions). ◗ Check texts for spelling, punctuation and capitalization. ◗ Use a variety of resources (e.g., references, media, vertical file and card indexes).
2. Examine a variety of visual representations for pertinent information:	◗ Interpret static and moving images (e.g., pictures, charts, gestures, videos). ◗ Identify explicit and implicit meanings according to the audience and situation. ◗ Ask questions to clarify details in visuals (e.g., character, motivation). ◗ Explore the connections between ideas and attitudes in visuals (e.g., stereotyping).
3. Relate literature to personal feelings, attitudes and experiences:	◗ Identify favourite characters or passage, giving supporting details. ◗ Recall similar events and make connections.

VI. Students will be expected to use the writing process in each type of discourse:	
Key Stage Outcomes:	**Specific Outcomes:** *Français* **1202 - 2202 - 3202**
1. Use pre-writing techniques:	◗ Do brainstorming, drawing on previous knowledge and experiences. ◗ Use webbing or story maps. ◗ Do role playing. ◗ Take jot notes.
2. Write a draft, using language effectively:	◗ State clearly the subject of the piece of writing. ◗ Organize and sequence information logically. ◗ Select ideas and facts appropriate to the audience, topic and setting. ◗ Use appropriate words, or visuals when appropriate, to convey feelings, a theme or message. ◗ Use structure and form appropriately. ◗ Support opinions with facts and examples. ◗ Illustrate intentions by examples, comparisons, descriptions, and visual images when appropriate. ◗ Use devices to argue the case (e.g., contrasts, similes and metaphors).
3. Revise the draft for organization and style:	◗ Finalize the organization of ideas (e.g., order of details, logical line of argument, development of main ideas, paragraph connections, coherent story line and consistent characterization). ◗ Use specific and clear words, phrases, or visuals when appropriate (e.g., experiment with words or visuals). ◗ Use formal and informal language patterns depending on the situation and needs of learners (e.g., *tu/vous* patterns).

4. Edit written work, reflecting on their knowledge of language conventions:	◗ Use a variety of sentence structures.
	◗ Use language functions correctly.
	◗ Use precise and appropriate vocabulary (e.g., nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions).
	◗ Use a variety of transitional words for time-order (e.g., *ensuite, puis*).
	◗ Use tenses and moods correctly, including examples of the *présent, passé composé, passé simple, imparfait, futur, plus-que-parfait, conditionnel, indicatif, impératif* and *subjonctif*.
	◗ Use *homophones* correctly (e.g., *ses, ces; ce, se; ça, sa; au, haut*).
	◗ Use antonyms, synonyms and infinitives correctly.
	◗ Use standard spelling and capitalization, checking various references.
	◗ Use correct punctuation (e.g., periods, commas, question marks, exclamation points and quotation marks).
5. Apply language conventions to finalize selected pieces of writing for publication:	◗ Publish a final draft of written work, showing changes through the revision and editing stages.
	◗ Share writing.
6. Use information technology to enhance written productions:	◗ Use the Internet to locate and use appropriate information (e.g., from data bases and libraries).
	◗ Use computers to create charts, diagrams and other technological representations.
	◗ Use word processing tools to do pieces of writing (e.g., Wordperfect).
7. Use drama to represent writing when appropriate.	◗ Produce a skit or video.
	◗ Use mime, role play and improvisations to explore and express experiences.