

## BIG IDEAS

In illustrated **texts**, pictures and words complement one another, since the meaning of a picture can be different from that of words.

The plot of a story is defined through the decisions and actions of the characters, and the context in which they find themselves.

**Texts** enable students to consolidate or transform their perceptions.

Aboriginal narratives are part of Canada's Francophone history and culture.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a <b>text</b> and the genre to which it belongs.</li> <li>Analyze the relationship between a <b>text</b> and image to better understand the author's intentions.</li> <li>Analyze the symbolic value of words and images.</li> <li>Make connections between different characters, their respective roles in the plot, and their motivations.</li> <li>Identify the values and world view presented in <b>texts</b>.</li> <li>Identify cultural elements found in different <b>texts</b>.</li> <li>Recognize the existence of different registers, dialects, and accents.</li> </ul> <p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Use words, images, and <b>prosody</b> to express emotions and enrich writing.</li> <li>Read and interpret a variety of poetic <b>texts</b> fluently and with intonation to convey the author's intention.</li> <li>Identify and reformulate the main ideas in a <b>text</b> to verify and deepen one's understanding.</li> <li>Explore the potential of language by playing with words to transform a <b>text</b>.</li> <li>Write <b>texts</b> following the characteristics of the types of <b>texts</b> and <b>language conventions studied</b>.</li> <li>Revise, correct, and improve own <b>texts</b>, being mindful of the quality of form and expression.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in comic books, youth novels, and poetry (including songs):</i></p> <ul style="list-style-type: none"> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>actantial narrative schema</b></li> <li><b>paragraph structure</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>characteristics of the comic book</b></li> <li>characteristics of the youth novel</li> <li><b>characteristics of poetry</b></li> <li><b>characteristics of image deciphering</b></li> <li><b>stylistic devices</b></li> <li><b>registers of language</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li>information reiteration</li> <li><b>verb moods and tenses</b> associated with the genres studied</li> </ul> </li> <li>strategies studied: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> <li><b>writing</b></li> </ul> </li> </ul>

## BIG IDEAS

Literature invites us to reflect on the human condition by presenting elements from real life in an imaginary form.

Words have connotative and denotative values that shape the perception of the audience.

The themes of certain **texts** reflect the concerns of the era in which they were written.

By analyzing different stylistic choices, we learn to develop our own writing style.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a <b>text</b> and the genre to which it belongs.</li> <li>Understand how authors use different stylistic elements to give their <b>text</b> a unique character.</li> <li>Put a work into context based on the era, setting, and the characters and their interactions.</li> <li>Consider the role that the message of a <b>text</b> plays in society and the ways in which it is perceived, depending on the era and society.</li> <li>Analyze the similarities and differences in myths from different eras to determine changes over time.</li> <li>Analyze the cultural symbols in Aboriginal and other <b>texts</b>.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in short stories, myths, and essays:</i></p> <ul style="list-style-type: none"> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of the essay</b></li> <li>logical connection of sentences and ideas</li> <li>discourse markers</li> <li>bibliography</li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>characteristics of the short story and the myth</b></li> <li><b>stylistic devices</b></li> <li><b>registers of language</b></li> </ul> </li> </ul>

### Learning Standards (continued)

Curricular Competencies	Content
<p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>Organize and structure an oral presentation.</li> <li>Present own opinion on a <b>text</b> based on examples drawn from it.</li> <li>Write <b>texts</b> following the characteristics of the types of <b>texts</b> and <b>conventions studied</b>.</li> <li>Practice creative writing to develop a sense of the abstract and the imaginary.</li> <li>Use citations to substantiate own point of view.</li> <li>Use stylistic tools to enrich and improve one's text.</li> <li>Improve own texts, being mindful of the quality of form and expression.</li> </ul>	<ul style="list-style-type: none"> <li>language elements: <ul style="list-style-type: none"> <li>sentence types and forms</li> <li><b>verb moods and tenses</b> associated with the genres studied</li> </ul> </li> <li>strategies studied: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> <li><b>writing</b></li> </ul> </li> <li>tools to enrich a text: <ul style="list-style-type: none"> <li>imagery</li> <li>connotation and denotation</li> <li>nuance</li> <li>varied vocabulary</li> </ul> </li> </ul>

## BIG IDEAS

The effectiveness of an argument lies as much in the way ideas are organized as in the argument itself.

Our environment influences our perceptions and shapes our **texts**.

Through their **texts**, authors share their identity, culture, perception of the world, and portrait of the era with readers.

By organizing ideas and relying on a variety of sources, the originator supports his or her point of view and influences the recipient.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Identify the literary elements in a <b>text</b> and their role.</li> <li>Evaluate the objectivity or subjectivity of an author through clues found in a <b>text</b>.</li> <li>Question the assumptions, values or points of view presented in a <b>text</b>, using relevant arguments.</li> <li>Consider the role that the message of a <b>text</b> plays in society and the ways in which it is perceived, depending on the era and society.</li> <li>Explain how descriptions create contextual subtleties that help readers to better understand a <b>text</b> and the author's intentions.</li> <li>Compare Aboriginal and other <b>texts</b> based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches.</li> <li>Make connections between one's own Francophone cultural reference points, those of others, and those found in <b>texts</b>.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in poetry, novels, and argumentative texts:</i></p> <ul style="list-style-type: none"> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of argumentative texts</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>characteristics of the novel</b></li> <li><b>characteristics of poetry</b></li> <li><b>descriptive elements</b></li> <li>point of view</li> <li><b>stylistic devices</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li>the <b>role of complex sentences</b></li> <li>overall impression</li> </ul> </li> <li>strategies studied: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> </ul> </li> </ul>

### Learning Standards (continued)

Curricular Competencies	Content
<p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• Adapt expression to generate an emotional response in one's audience.</li> <li>• Identify the non-verbal reactions of interlocutors, and adjust discourse accordingly, in order to be better understood and to be more persuasive.</li> <li>• Write <b>texts</b> following the characteristics of the types of <b>texts</b> and <b>language conventions studied</b>.</li> <li>• Write argumentative <b>texts</b> that are convincing and well-structured.</li> <li>• Enrich one's texts using descriptive elements.</li> <li>• Improve own texts, being mindful of the quality of form and expression.</li> </ul>	<ul style="list-style-type: none"> <li>– <b>reading</b></li> <li>– <b>writing</b></li> <li>• elements for enriching a text:               <ul style="list-style-type: none"> <li>– imagery</li> <li>– connotations and denotations</li> <li>– nuance</li> <li>– lexical fields</li> <li>– choice and variety of vocabulary</li> </ul> </li> </ul>

## BIG IDEAS

Authors can cast a critical gaze on social issues through their works.

Stage adaptations offer a way to look at a work differently.

Certain **texts** are timeless and, as such, reflect values that transcend the social context from which they emerge.

The “**character effect**” depends on both implicit and explicit elements.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

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## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Determine an author's implicit message or vision on the basis of specific clues.</li> <li>Identify choices in <b>stage adaptations</b> and explain their effects.</li> <li>Situate a work in its context by relying on author biographies and textual clues related to the socio-historical dimension of a <b>text</b>.</li> <li>Consider the role that the message of a <b>text</b> plays in society and the ways in which it is perceived, depending on the era and society.</li> <li>Clarify the criticisms conveyed through fables and identify the target audience.</li> <li>Recognize the importance of <b>dramatization</b> in the genres studied.</li> <li>Identify the elements that help to define the “<b>character effect</b>.”</li> <li>Recognize the similarities and differences between texts from different socio-historical contexts.</li> <li>Recognize the literary diversity in the French-speaking world and among Aboriginal communities.</li> </ul>	<p><i>Students are expected to be able to know and understand the following, <b>particularly</b> in fables, plays, and <b>comparative essays</b>.</i></p> <ul style="list-style-type: none"> <li>text organization: <ul style="list-style-type: none"> <li><b>narrative structure</b></li> <li><b>structure of the fable</b></li> <li><b>comparative essays</b></li> </ul> </li> <li>literary elements: <ul style="list-style-type: none"> <li><b>characters</b></li> <li><b>characteristics of the fable</b></li> <li><b>characteristics of the play</b></li> <li><b>stylistic devices</b></li> </ul> </li> <li>language elements: <ul style="list-style-type: none"> <li><b>types of discourse</b></li> <li>registers of language</li> </ul> </li> <li>strategies: <ul style="list-style-type: none"> <li><b>communication and socialization</b></li> <li><b>reading</b></li> <li><b>writing</b></li> </ul> </li> </ul>

## Learning Standards (continued)

Curricular Competencies	Content
<p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• Share one's reactions to the themes in a <b>text</b>.</li> <li>• Use different stylistic elements to create an effect on the recipient.</li> <li>• Prepare and present stagings of portions of <b>texts</b> or complete <b>texts</b>.</li> <li>• Write <b>texts</b> following the characteristics of the types of <b>texts</b> and <b>language conventions studied</b>.</li> <li>• Improve own <b>texts</b>, being mindful of the quality of form and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• elements for enriching a text:             <ul style="list-style-type: none"> <li>– imagery</li> <li>– idiomatic expressions</li> <li>– richness and variety of vocabulary</li> <li>– lexical field</li> </ul> </li> </ul>