

Outcomes

Français 10-12 (immersion)

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Outcomes : Français 10-12

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Prepared by the Department of Education and Early Childhood Development

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1.1: Students should be capable of demonstrating a positive attitude toward the French language and francophone communities in Canada and around the world.		
10	11	12
<p>1.1.6 selects and reads a variety of non-literary French texts</p> <p>1.1.7 selects and reads French novels for youth of the same age</p> <p>1.1.11 accomplishes cultural projects that reflect their reality as a bilingual adolescent</p>	<p>1.1.4 selects and reads a variety of non-literary French texts</p> <p>1.1.5 selects and reads French novels for youth of the same age</p> <p>1.1.9 accomplishes cultural projects that reflect their reality as a bilingual adolescent</p>	<p>1.1.2 explains value of various works by classical authors from the Canadian and global francophone community</p> <p>1.1.4 accomplishes cultural projects that reflect own reality as a bilingual adolescent</p>

1.2: Students should be capable of recognizing and respecting cultural diversity.		
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<p>1.2.6 compares their values and experiences with those conveyed in written, spoken, or visual works</p> <p>1.2.10 compares their opinion with that of others, and checks logic and relevance of facts or evidence presented</p>	<p>1.2.1 reacts critically to text or situation by comparing their ideas to those presented by an author</p> <p>1.2.8 compares their opinion with that of others, and checks logic and relevance of facts or evidence presented</p> <p>1.2.12 discusses contributions made by people of various cultures to global human activity</p>	<p>1.2.6 reformulates own opinion when logic and evidence prove contrary to own original thought</p> <p>1.2.8 discusses social scope of written, spoken, and visual works</p>

2.1 Students should be capable of demonstrating their understanding of a range of oral texts in order to satisfy their communication needs according to the situation.		
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<p>2.1.1 explains point of view expressed</p> <p>2.1.2 recognizes main ideas, where these are implicit</p> <p>2.1.4 evaluates facts, opinions, and assumptions in a text</p> <p>2.1.5 summarizes, paraphrases, or restates ideas and information presented in texts of various structures</p> <p>2.1.7 justifies their agreement or disagreement with information conveyed</p> <p>2.1.17 listens critically in order to analyze and assess ideas, opinions, feelings, and information presented</p>	<p>2.1.1 evaluates facts, opinions, and assumptions in a text</p> <p>2.1.2 summarizes, paraphrases, or restates ideas and information presented in texts of various structures</p> <p>2.1.4 explains their reaction to a text, based on personal experience</p> <p>2.1.7 explains accuracy of a message</p> <p>2.1.10 listens critically in order to analyze and assess ideas, opinions, feelings, and information presented</p>	<p>2.1.1 answers complex questions</p> <p>2.1.4 listen critically in order to analyze and assess ideas, opinions, feelings, and information presented</p>

2.2: Students should be capable of speaking to meet their communication needs according to the situation.		
10	11	12
2.2.1 restates information and uses examples as required	2.2.1 makes connections between themes, ideas, and problems presented	2.2.4 defends own point of view effectively in interactive and non-interactive situations
2.2.5 describes situation by explaining context, events, results, or consequences	2.2.4 clearly presents their ideas, feelings, preferences, and opinions	2.2.5 justifies own choices, perceptions, and opinions in a variety of contexts
2.2.9 clearly presents their ideas, feelings, preferences, and opinions	2.2.9 justifies their choices, perceptions, and opinions in a variety of contexts	2.2.6 gives a formal presentation supported by technology
2.2.15 gives a formal presentation supported by technology	2.2.10 gives a formal presentation supported by technology	2.2.7 uses elements of drama, humour, or suspense, depending on the situation
2.2.16 produces messages containing techniques of persuasion		2.2.8 selects and presents information, using specific and precise expressions and vocabulary related to the subject

2.3: Students should be capable of planning and managing their listening and speaking by applying strategies that meet their communication needs according to the situation.		
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<p>2.3.6 plans their communication using various methods, such as a plan, outline, notes, etc.</p> <p>2.3.9 organizes their text based on form of communication intended (information, self-expression, entertainment, influence, persuasion, etc.)</p> <p>2.3.16 analyzes objectivity or subjectivity of information</p>	<p>2.3.2 foresees potential questions that may be asked following their presentation</p> <p>2.3.5 organizes their text based on form of communication intended (information, self-expression, entertainment, influence, persuasion, etc.)</p> <p>2.3.12 analyzes effectiveness of techniques used</p>	<p>2.3.1 foresees potential questions that may be asked following own presentation</p> <p>2.3.2 selects language formality appropriate to the situation</p> <p>2.3.3 organizes own text based on form of communication intended (information, self-expression, entertainment, influence, persuasion, etc.)</p> <p>2.3.6 identifies development of themes and values presented</p> <p>2.3.8 analyzes effectiveness of techniques used</p>

3.1: Students, when reading and viewing, should be capable of demonstrating their understanding of a range of texts that meet their communication needs according to the situation.		
10	11	12
<p>3.1.1 distinguishes primary from secondary sources of information</p> <p>3.1.2 makes inferences</p> <p>3.1.12 selects information drawn from several source texts and merges it as required within a particular form of text</p> <p>3.1.17 compares their ideas and opinions with those expressed by author</p> <p>3.1.20 explains how various elements and graphic supports facilitate comprehension of a text</p> <p>3.1.25 recognizes elements of argumentative texts (premise, sequence of arguments, conclusion)</p> <p>3.1.27 evaluates relevance and validity of arguments</p> <p>3.1.28 analyzes author's point of view</p>	<p>3.1.3 analyzes elements of a text (initial situation, triggering factor, action, culminating event, resolution)</p> <p>3.1.9 selects information drawn from several source texts and merges it as required within a particular form of text</p> <p>3.1.10 explains their reaction to a text, based on personal experience</p> <p>3.1.11 compares their ideas and opinions with those expressed by author</p> <p>3.1.18 identifies type of argumentative text (opposing viewpoints, accumulation of evidence, facts-causes-consequences)</p> <p>3.1.19 evaluates relevance and validity of arguments</p> <p>3.1.27 analyzes elements which characterize various types of text</p>	<p>3.1.3 identifies elements of analytical and argumentative texts (statement of problem, presentation of its components, order of arguments)</p> <p>3.1.4 selects information drawn from several source texts and merges it as required within a particular form of text</p> <p>3.1.11 evaluates relevance and validity of arguments</p> <p>3.1.13 analyzes relationship between various components of a text, such as themes, characters, setting, narrative tense, narrator's point of view</p> <p>3.1.17 identifies persuasive expressions or words</p> <p>3.1.19 analyzes elements which characterize various types of text</p>

3.2: Students should be capable of planning and managing their reading and viewing by applying communication strategies according to their needs and the situation.		
10	11	12
<p>3.2.7 recognizes structure of a text (description, sequence, comparison, cause and effect, problem and solution)</p> <p>3.2.10 explains methods used to bridge gaps in comprehension</p> <p>3.2.14 recognizes and explains linguistic techniques used by media (labels, play on words, slogans, etc.)</p>	<p>3.2.2 compares events, characters, ideas with their personal experience</p> <p>3.2.7 analyzes solutions offered to resolve difficulties encountered during reading or viewing, and evaluates effectiveness of same</p> <p>3.2.9 recognizes and explains non-linguistic techniques used by media (photography, graphics, caricature, page layout)</p>	<p>3.2.1 compares events, characters, ideas with own personal experience</p> <p>3.2.5 recognizes and evaluates techniques used in films to present a real situation</p>

3.3: Students will investigate issues related to gender-based violence through a variety of texts.		
10	11	12
<p>3.3.1 analyze how authors portray power dynamics within texts and media.</p> <p>3.3.2 question how power dynamics are portrayed within a variety of texts.</p> <p>3.3.3 investigate how the portrayals of power dynamics in texts influence audiences.</p> <p>3.3.4 investigate the influence of power dynamics on bystander intervention</p>	<p>3.3.1 analyse how gender-based violence is normalised in a variety of texts.</p> <p>3.3.2 analyse how various texts challenge the normalization of gender-based violence.</p> <p>3.3.3 analyse how the normalisation of gender-based violence in texts affects audiences.</p> <p>3.3.4 investigate the influence of the normalization of gender-based violence on bystander reactions in texts.</p>	<p>3.3.1 investigate how texts can be used as a force for social change.</p> <p>3.3.2 investigate how texts reflect and challenge social norms related to gender.</p> <p>3.3.3 analyse the ethical responsibility of authors in their portrayals of gender roles and gender-based violence.</p> <p>3.3.4 investigate the extent that texts can challenge or support bystander intervention.</p>

4.1: Students should be capable of writing and representing to meet their communication needs according to situation.		
10	11	12
<p>4.1.1 drafts and evaluates texts that provide instructions or advice for the purpose of influencing others or inciting them to action</p> <p>4.1.2 drafts logical and consistent text expressing their ideas, preferences, feelings or opinions</p> <p>4.1.4 drafts narrative text</p> <p>4.1.12 justifies their choices, perceptions, and opinions</p> <p>4.1.14 uses vocabulary and expressions specific to the subject</p>	<p>4.1.2 drafts narrative text containing dialogue between characters</p> <p>4.1.3 creates and evaluates imaginary situations intended to entertain</p> <p>4.1.5 drafts argumentative and analytical texts consistent with characteristics specific to those texts</p> <p>4.1.8 displays objectivity in presentation of factual information, and highlights relationship between various aspects presented</p> <p>4.1.9 justifies their choices, perceptions, and opinions</p> <p>4.1.11 uses vocabulary and expressions specific to the subject</p>	<p>4.1.1 drafts texts containing elements of drama, humour, surprise or suspense</p> <p>4.1.2 drafts argumentative and analytical texts consistent with characteristics specific to those texts</p> <p>4.1.3 justifies own choices, perceptions, and opinions</p> <p>4.1.4 uses vocabulary and expressions specific to the subject</p>

4.2: Students should be capable of planning and managing their written production by applying communication strategies according to their needs and the situation.		
10	11	12
<p>4.2.4 correctly uses standard spelling</p> <p>4.2.5 correctly uses appropriate elements of syntax</p> <p>4.2.6 correctly uses appropriate elements of grammar</p> <p>4.2.11 adapts content and style of their text according to personal intent and target audience</p> <p>4.2.15 explains intent of communication</p> <p>4.2.18 writes and evaluates first draft of text</p> <p>4.2.20 uses self-correction method to improve/correct text (style, sentence structure, punctuation of written texts, grammar usage, standard spelling)</p>	<p>4.2.3 correctly uses standard spelling</p> <p>4.2.4 correctly uses appropriate elements of syntax</p> <p>4.2.5 correctly uses appropriate elements of grammar</p> <p>4.2.9 uses certain stylistic and analytical processes that best convey personal intent</p> <p>4.2.10 adapts content and style of their text according to personal intent and target audience</p>	<p>4.2.2 correctly uses standard spelling</p> <p>4.2.3 correctly uses appropriate elements of syntax</p> <p>4.2.4 correctly uses appropriate elements of grammar</p> <p>4.2.6 uses certain stylistic and analytical processes that best convey personal intent</p> <p>4.2.7 adapts content and style of own text according to personal intent and target audience</p>