

# French Language Arts 9

*Late immersion outcomes*

## Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <[curriculum@novascotia.ca](mailto:curriculum@novascotia.ca)>.

© Crown copyright, Province of Nova Scotia, 2004, 2022

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

# Late Immersion 9

GCO 1.1: Students should be able to demonstrate a positive attitude toward the French language and francophone communities in Canada and around the world.

1.1.2. corrects own mistakes that may hinder communication of message
1.1.4. explores a variety of texts from the francophone world, such as newspapers, magazines, songs and news broadcasts
1.1.5. reads and justifies own choice of various contemporary texts

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

1.2.5. describes problems resulting from the presence of stereotypes and prejudice in the media
1.2.10. discusses the role of contributions made to Canadian society by people of various cultures

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. identifies key expressions/words in a text
2.1.2. identifies speaker/author's intent
2.1.4. clearly presents own ideas, preferences, feelings, and opinions
2.1.5. makes connections between own life experience and that which is presented in a text
2.1.6. makes inferences and draws conclusions
2.1.8. judges relevance, accuracy, and value of a message

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

2.2.1. uses vocabulary and expressions appropriate to the subject
2.2.2. asks questions to clarify, elaborate, or qualify a statement
2.2.4. creates dialogues or skits from proposed situations
2.2.6. presents a coherent text
2.2.9. uses structures (pronouns, verb tenses, etc.) appropriate to the type of discourse
2.2.10. uses a variety of sentence forms ( declarative, interrogative, etc.)

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. takes appropriate measures to remedy a breakdown in communication
2.3.4. repeats statements to clarify own message

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

3.1.2. identifies speaker's/author's intent
3.1.3. recognizes relevant information
3.1.5. recognizes main characteristics of the characters
3.1.10. distinguishes facts from opinions
3.1.11. recognizes feelings, emotions, preferences, attitudes, and opinions expressed in a variety of texts
3.1.12. selects and explains contemporary and literary texts of varied genres and forms according to purpose
3.1.15. draws conclusions after reading and viewing

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.

3.2.2. recognizes parts of a text (initial situation, triggering factor, actions, culminating event, resolution)
3.2.5. develops an understanding of strategies used when reading or viewing
3.2.7. distinguishes different elements used to organize the text of a song, film, etc.

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

4.1.1. uses characteristics of an expressive text (pronouns I and we, descriptive adjectives, verbs, adverbs)
4.1.3. justifies personal choices, perceptions, and opinions in expressive situations
4.1.4. creates imaginary situations with the intention of entertaining others with amusing, poetic or literary texts
4.1.6. produces summary respecting the basic form and structure of this type of text
4.1.7. presents facts rather than opinions
4.1.10. using verbs in the imperative, gives advice or instructions to motivate others to act
4.1.13. uses appropriate sentence forms (declarative, exclamatory, etc.) in poetic, entertaining, and literary situations

GCO 4.2 : Students should be capable of planning and managing their written production by applying communicative strategies according to their needs and the situation.

4.2.1. chooses language formality, words, and expressions suited to the audience
4.2.2. uses structures appropriate to the type of discourse
4.2.3. reviews elements that pose problems, and finds solutions

## Social Studies 9 Outcomes

### Unit 1: Atlantic Canada in the Global Community

- 1.1 Investigate how global interdependence affects Atlantic Canada

### Unit 2: Culture in The Global Community

- 2.1 Describe trends that reflect the globalization of culture
- 2.2 Analyse factors that contribute to the globalization of culture
- 2.3 Demonstrate an understanding of the impact of the globalization of culture

### Unit 3: Trade and the Global Community

- 3.1 Describe the evolution of global economic activity in Atlantic Canada
- 3.2 Analyse factors that contribute to the globalization of economic activity
- 3.3 Demonstrate an understanding of how the globalization of economic activity affects Atlantic Canadians and others in the global community

### Unit 4: Environment in the Global Community

- 4.1 Demonstrate an understanding of the relationship between environmental issues in Atlantic Canada and global environmental issues
- 4.2 Analyse factors that contribute to environmental issues
- 4.3 Investigate a current global environmental issue

### Unit 5: Human Rights in the Global Community

- 5.1 Investigate the significance of the international human rights movement in the global community
- 5.2 Analyse the relationship between universal human rights and globalization
- 5.3 Demonstrate an understanding of advances and challenges related to universal human rights

### Unit 6: Citizenship in the Global Community

- 6.1 Take age-appropriate action that demonstrates active global citizenship