Integrated French 9

Outcomes

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2022

Integrated French 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 ofculture
- 2.3 Demonstrate an understanding of the impact of theglobalization of culture

Unit 3: Trade and the Global Community
- 3.1 Describe the evolution of global economic activity inAtlantic Canada
- 3.2 Analyse factors that contribute to the globalization ofeconomic activity
- 3.3 Demonstrate an understanding of how the globalization ofeconomic activity affects Atlantic Canadians and others inthe global community

Unit 4: Environment in the Global Community
- 4.1 Demonstrate an understanding of the relationshipbetween environmental issues in Atlantic Canada andglobal 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 humanrights movement in the global community
- 5.2 Analyse the relationship between universal human rightsand globalization
- 5.3 Demonstrate an understanding of advances andchallenges related to universal human rights

Unit 6: Citizenship in the Global Community
- 6.1 Take age-appropriate action that demonstrates activeglobal citizenship