

## FR10 Curricular Skills Aligned with Units

Areas highlighted in yellow indicate areas in which the program does not meet the BC curriculum. These need supplementing by the teacher in order to meet curriculum requirements.

Skill <i>Students must be able to...</i>	Trouve ta cause	Aventures extrêmes	Des défis en perspective	Sur mon écran	J'achète... ou pas?	C'est ma vie!
Ask and answer various types of questions (intonation, est-ce que, inversion).	Yes, but limited use of inversion and intonation.	Yes, but limited use of inversion and intonation.	Yes	Yes	Yes	Yes
Describe situations, day to day series of events.	Yes	Yes	Yes	Yes	Yes	Yes
Use more complex forms of past, present and future tense with a wider range of regular and irregular verbs <i>in context</i> , and be able to move back and forth more fluidly between tenses. Students should be able to determine appropriate use of various tenses based on situation and context. Ex. futur proche, futur simple, conditionnel, differentiate between passé composé and imparfait.	Passé composé, conditionnel, présent, futur proche, impératif	Présent, conditionnel, passé composé, Imparfait (avoir/être), les verbes réfléchis	Présent, Imparfait (Avoir/être), Passé Composé, les verbes réfléchis, indirect object pronouns, impératif	Present tenses, some past	Present, some past, some futur	Yes - passé composé, futur and présent
Use a wider range of vocabulary and sentence structures, including idiomatic expressions from across la Francophonie, and idiomatic expressions with avoir, faire and être.	Yes	Yes	Yes	Yes	Yes	Yes
Express degrees of likes and dislikes using expressions such as <i>j'aime, j'aime bien,</i>	Yes	Yes	Yes	Yes	Yes	Yes

<i>j'adore, ne n'aime pas, je n'aime pas du tout, je déteste</i>						
<b>Express opinions on familiar topics.</b>	Yes	Yes	Yes - in depth	Yes	Yes	Yes
<b>Express hopes, dreams, desires and ambitions using expressions such as <i>Je veux, j'aimerais, je vais, j'aurai, je finirai</i></b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>First Nations and cultural content</b>	Students learn about Switzerland and the use of non-profit / charitable organizations in that country. Students also learn about international organizations such as the Red Cross, Unicef, United Nations and International Olympic Committee.	Cultural components of the story include the village of Gréolières in the south of France, and several other tourist destinations with potential for adventure stories.	Comparison between school system in Canada (Ontario), and France / Switzerland / Monaco. Students plan a day in Monaco and learn about the different tourist attractions.	Students learn about geocaching in Martinique, a tourist attraction that helps visitors discover this Caribbean island. Students write a review of a song, video or film, and present it in person or through a digital medium.	The cultural content in this unit includes learning about Haïti and <i>le créole</i> .	Cultural content in this unit includes learning about Belgium, its history, and international place in the world.