

## Curriculum Correlation

The following chart shows where these expectations are met in the *Autour de nous 9<sup>e</sup>* program.

### Learning Expectations

Strand and Sub-category	Expectation	Textbook/ Livre	Workbook/ Cahier	Compact Disc/Disque Compact
ORAL COMMUNICATION				
Listening	L1 understand and follow specific instructions	Throughout unit 1; Throughout unit 2 (e.g., p. 59, 2); Throughout unit 3; Throughout unit 4 (e.g., p. 98, 1 b)); Throughout unit 5; Throughout unit 6	p. 54	Throughout (e.g., All teaching instructions and all listening activities in the Workbook)
	L2 respond to spoken texts and media works by asking and answering questions and identifying the main idea	p. 8; p. 10, <i>Avant de lire</i> ; p. 16, <i>Avant de lire</i> ; p. 22, <i>Avant de lire</i> ; p. 37, <i>Allons-y!</i> ; p. 48, <i>Avant de lire</i> ; p. 52, 1; p. 68, 1; p. 72, <i>Avant de lire</i> ; p. 80, <i>Avant de lire</i> ; p. 99, 2; p. 104, <i>Avant de lire</i> ; p. 114, <i>Avant de lire</i> ; p. 130, <i>Avant de lire</i> ; p. 138, <i>Allons-y!</i>	p. 9; p. 10; p. 11; p. 26; p. 38; p. 60; p. 68; p. 72; p. 74; p. 77; p. 78; p. 80; p. 81; p. 89; p. 98; p. 100; p. 107; p. 111; p. 114, p. 116; p. 122; p. 128, B; pp. 129–130; p. 132; p. 134; p. 137; p. 140; p. 141; p. 143; p. 144; p. 145; p. 152; p. 153; p. 165; p. 166; p. 174	1.2; 1.4; 1.5; 1.8; 1.9; 1.13; 1.17; 2.1; 2.6; 2.10; 2.15; 3.2; 3.4; 3.5; 3.6; 3.10; 3.11; 3.13; 3.17; 4.1; 4.3; 4.7; 4.10; 4.16; 4.17; 4.18; 4.22; 4.23; 5.1; 5.3; 5.6; 5.7; 5.10; 5.12; 5.14; 5.16; 5.17; 5.18; 6.1; 6.3; 6.8; 6.11; 6.20
	L3 listen to spoken texts and media works in order to practise correct pronunciation, intonation, and expression	Throughout unit 1 (e.g., p. 15, 1 b), 2, b), <i>À la tâche</i> ); Throughout unit 2 (e.g., p. 52, <i>À la tâche</i> ); Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6	p. 12; p. 27; p. 49; p. 60	Throughout (e.g., All reading activities, all listening activities and all <i>Info-cultures</i> )
Speaking	S1 use complete sentences to produce short oral presentations (e.g., descriptions, reports, announcements)	p. 9; p. 10; p. 15, 1 b), 2 a); p. 28, <i>Avant de lire</i> ; p. 32, 3 b); p. 38, <i>Avant de lire</i> ; p. 54, <i>Avant de lire</i> ; p. 62, <i>Allons-y!</i> ; p. 85, 1, 2; p. 92, <i>Avant de lire</i> ; p. 99, <i>À la tâche</i> ; p. 100, <i>Avant de lire</i> ; p. 103, 1, 2; p. 108, 1, 3; pp. 112–113, <i>Allons-y!</i> ; p. 116, <i>Avant de lire</i> ; p. 120, 1, 2; p. 122, <i>Avant de lire</i> ; p. 128, 2; p. 128, 3; p. 130, <i>Avant de lire</i> ; p. 140, <i>Avant de lire</i> ; p. 151, <i>Avant de lire</i> ; p. 160, <i>Avant de lire</i> ; p. 167, 1	p. 9, B; p. 17, B, C; p. 124; p. 147, B	

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	S2 present prepared conversations in dialogues or dramatizations (e.g., simulating an interview, a television commercial)	p. 15, 1 b), 2 b); p. 20, 1; p. 52, 2; p. 59, 3; p. 60, <i>La tâche finale</i> ; p. 68, 1, 2; p. 69, 3; p. 78, 3; p. 85, 2; p. 103, 1, <i>À la tâche</i> ; p. 108, 1; p. 135, 2; p. 147, 1	p. 73; pp. 146–147	
	S3 speak in French when working in collaborative and exploratory activities	Throughout unit 1 (e.g., p. 15, 1 b), 2 a); Throughout unit 2 (e.g., p. 59, 1); Throughout unit 3 (e.g., p. 69, 3; p. 78, 3); Throughout unit 4 (e.g., p. 98, 1 b); p. 103, 3); Throughout unit 5 (e.g., p. 120, 2); Throughout unit 6 (e.g., p. 147, 1)		
	S4 share information and ideas to produce an oral presentation with classmates	p. 27, 2; p. 52, 2; p. 85, 1; p. 103, 3; p. 108, 2; p. 135, 2	p. 126	
	S5 prepare and give group oral presentations on topics under study, incorporating audio and visual aids	p. 20, 2 b); p. 27, 2; p. 60, <i>La tâche finale</i> ; p. 147, 2; p. 158, 3; p. 167, <i>À la tâche</i> ; p. 168, <i>La tâche finale</i>		
Application of Language Conventions	OLC1 recognize and use appropriate language structures	Throughout unit 1 (e.g., p. 13; p. 14; p. 19; p. 25; p. 30); Throughout unit 2 (e.g., p. 41, <i>Application</i> ; p. 42, <i>Application</i> ; p. 51, <i>Application</i> ; p. 57, <i>Application</i> ; p. 59, 1); Throughout unit 3 (e.g., p. 66, <i>As-tu observé?</i> ; p. 75, <i>Application</i> ); Throughout unit 4 (e.g., p. 95, <i>Application</i> ); Throughout unit 5 (e.g., pp. 118–119, <i>Application</i> , p. 126, <i>Application</i> ; p. 134, <i>Application</i> ); Throughout unit 6 (e.g., p. 144, <i>Application</i> ; pp. 155–156, <i>Application</i> ; pp. 165–166, <i>Application</i> )	p. 12; p. 27; p. 28, A; p. 29; p. 30; p. 42; p. 49; p. 58; p. 63; p. 69; p. 70; p. 79; p. 86; p. 89; p. 119; p. 120; p. 134; p. 135; p. 156; p. 166; p. 167; p. 172	1.7; 1.15; 2.3; 2.4; 2.8; 2.9; 2.13; 2.15; 3.9; 3.15; 3.16; 4.4; 4.5; 4.6; 4.13; 4.14; 4.15; 4.20; 4.21; 5.8; 5.9; 6.4; 6.5; 6.6; 6.13; 6.14; 6.15; 6.18; 6.19
	OLC2 use newly acquired vocabulary in conversation	Throughout unit 1 (e.g., p. 15, 3 a)); Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6		1.12

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	OLC3 recognize particular vocabulary items used in Canada that are different from those in other French-speaking regions (e.g., <i>le dîner/le déjeuner, l'école secondaire/le lycée</i> )	p. 114; p. 115; p. 116, p. 129, <i>Info-culture</i>	pp. 129–130	
	OLC4 infer the meaning of unfamiliar words from verbal and non-verbal/visual cues (e.g., volume and tone of voice, facial expressions and gestures)	Throughout unit 1; Throughout unit 2 (e.g., p. 59, 3); Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6		
READING				
Comprehension and Response to Text	R1 demonstrate an understanding of articles, short stories, and poems or lyrics (e.g., by asking and answering questions, presenting dramatizations)	p. 11, <i>As-tu compris?</i> ; p. 15, 1 b); p. 17, <i>As-tu compris?</i> ; p. 23, <i>As-tu compris?</i> ; p. 29; p. 39, <i>As-tu compris?</i> ; p. 45, 3; p. 49, <i>As-tu compris?</i> ; p. 55, <i>As-tu compris?</i> ; p. 65, <i>As-tu compris?</i> ; p. 70, 4, 5; p. 74, <i>As-tu compris?</i> ; p. 77, 1; p. 82, <i>As-tu compris?</i> ; p. 93, <i>As-tu compris?</i> ; p. 97, <i>As-tu compris?</i> ; p. 99, 3; p. 101, <i>As-tu compris?</i> ; p. 105, <i>As-tu compris?</i> ; pp. 114–115, <i>Quiz</i> ; pp. 116–117, <i>As-tu compris?</i> ; p. 124, <i>As-tu compris?</i> ; p. 132, <i>As-tu compris?</i> ; p. 143, <i>As-tu compris?</i> ; p. 154, <i>As-tu compris?</i> ; p. 163, <i>As-tu compris?</i>	p. 22, A; p. 39; p. 44; p. 46; p. 55; p. 75; p. 78; p. 84; p. 108, <i>Mon frère est allé au supermarché</i> ; pp. 128–129, p. 133; p. 142; p. 168	
	R2 read materials containing a brief text (e.g., brochures, advertisements) and develop the main ideas and some supporting details in a different context (e.g., radio announcements, class posters)	p. 26, 1; p. 47, 5 c); p. 52, <i>À la tâche</i> ; p. 71, 6; p. 78, 3; p. 99, 3; p. 103, <i>À la tâche</i> ; p. 120, 3; p. 148, 4; p. 157, 1; p. 157, 2	p. 25, E; pp. 83–84	
	R3 model ideas and formats from their reading to produce written work and oral presentations (e.g., a poster advertising an event, an interview with a historical figure)	p. 15, 1 b); p. 31, 2; p. 45, 4 b); p. 46, <i>À la tâche</i> ; p. 52, <i>À la tâche</i> ; p. 108, 1, 2, 3; p. 121, 4; p. 128, 4; p. 149, <i>À la tâche</i> ; p. 157, 2; p. 158, <i>À la tâche</i>	p. 8, B; p. 116, <i>Au passé composé avec être</i> ; p. 168	

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Application of Language Conventions	RLC1 recognize and use appropriate language structures	Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6	p.13; p.28; p.30; p.50; p.51; p.80; p.87; p.88; p.102; p.119; p.138, A;	
	RLC2 use reading strategies (e.g., contextual clues, visual cues) to determine the meaning of unfamiliar vocabulary and expressions	Throughout unit 1 (e.g., p. 32, 3 a); Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6;	p. 21, A; p. 26, A, B; p. 33; p. 48; p. 58; p. 61; p. 75; p. 109; p. 142; p. 155; p. 164	
	RLC3 identify synonyms and antonyms of given words in written texts	Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6	p. 20; p. 22, B; p. 33; p. 48, A	
	RLC4 observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud	Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6		
	RLC5 read aloud, with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences (e.g., <i>Il fait très froid aujourd'hui. Comment vas-tu? Quelle réponse!</i> )	Throughout unit 1; Throughout unit 2 (e.g., p. 59, 2, 3); Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6	p. 46	
	RLC6 demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations)	Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6 (e.g., p. 146, <i>Comment</i> , <i>Application</i> )	p. 151; p. 159	
	RLC7 use French-English dictionaries to determine the meaning of unfamiliar vocabulary	Throughout unit 1; Throughout unit 2; Throughout unit 3; Throughout unit 4; Throughout unit 5; Throughout unit 6	p. 16	
WRITING				
Communication of Information & Ideas	W1 write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence	p. 15, <i>À la tâche</i> ; p. 20, 2 a); p. 21, <i>À la tâche</i> ; p. 32, <i>À la tâche</i> ; p. 71, <i>À la tâche</i> ; p. 108, <i>À la tâche</i> ; p. 120, 4; p. 121, <i>À la tâche</i> ; p. 128, <i>À la tâche</i> ; p. 136, <i>À la tâche</i> ; p. 147, 3	p. 15, B; p. 23, A	
	W2 write a letter that includes a salutation and an ending	p. 85, 3; p. 86, <i>À la tâche</i>		

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	W3 create an invitation or a poster for an event, giving date, place, time, and other relevant details	p. 26, 1; p. 27, 3; p. 52, 3; p. 135, 1		
	W4 write short texts (e.g., want ads, “for sale” signs), choosing vocabulary to suit the purpose	p. 34, <i>La tâche finale</i> ; p. 43, 1; p. 45, 4; p. 52, <i>À la tâche</i> ; p. 78, <i>À la tâche</i> ; p. 99, 3; p. 127, 1; p. 128, 3, 4; p. 135, 2; p. 149, <i>À la tâche</i>	p. 16, p. 18, B; p. 23; p. 56; p. 82; p. 139; p. 170	
	W5 write short dialogues about a specific topic or activity	p. 45, 3; p. 103, 1, 2; p. 148, 4; p. 167, 1		
	W6 prepare and conduct a survey to gather information, and summarize the data in short sentences	p. 21, 3	p. 40; p. 169, B	
Application of Language Conventions	WLC1 recognize and use appropriate language structures	p. 15, 2 a), 3 a); p. 20, 2 a); p. 68, 2; p. 69, 3; p. 71, 6; p. 78, 3, 4; p. 103, 1, 2; p. 108, 1; e.g., all <i>Application</i> sections : p. 13; p. 14; p. 25; p. 30; p. 41; p. 42; p. 51; p. 57; p. 75; p. 84; p. 95; p. 102; p. 118; p. 119; p. 126; p. 133; p. 134; p. 144; p. 146; p. 156; p. 165	p. 14; p. 15, A; p. 16, B; p. 18, B; p. 21, B; p. 28, B; p. 29; p. 30; p. 41; p. 43; p. 52; p. 53; p. 59; p. 61; p. 70; p. 71; p. 101; p. 104; p. 105; p. 106; p. 108; p. 115; p. 117; p. 118; p. 120; p. 121; p. 136; p. 138, B; p. 139; p. 157; p. 158; p. 173; p. 174	
	WLC2 write a short dictated message, using correct spelling and punctuation	p. 15, 1 a); p. 31, 1; p. 99, 2	p. 85; p. 103; p. 143, B; p. 160; p. 162	
	WLC3 revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style	Throughout unit 1 (e.g., p. 15, 3 b); p. 21, 4; p. 26, 1); Throughout unit 2 (e.g., p. 47, c), d); Throughout unit 3 (e.g., p. 86, <i>À la tâche</i> ; p. 88); Throughout unit 4; Throughout unit 5 (e.g., p. 128, <i>À la tâche</i> ); Throughout unit 6		

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	WLC4 incorporate newly acquired vocabulary into their written work	<p>p. 13, <i>Application</i>;  p. 14, <i>Application</i>;  p. 15, 2 a), b), 3 a);  p. 19, <i>Application</i>;  p. 20; p. 21, <i>À la tâche</i>; p. 25,  <i>Application</i>; p. 26,  1; p. 27, 2, <i>À la tâche</i>; p. 30,  <i>Application</i>; p. 31;  p. 32; p. 41,  <i>Application</i>; p. 42,  <i>Application</i>;  pp. 43–47; p. 51,  <i>Application</i>; p. 52;  p. 57, <i>Application</i>;  p. 59; p. 60, <i>À la tâche</i>; pp. 68–71;  p. 75, <i>Application</i>;  p. 77; p. 78; p. 84,  <i>Application</i>;  pp. 85–86; p. 95,  <i>Application</i>; p. 98,  1; p. 99; p. 102,  <i>Application</i>;  p. 103; p. 108;  p. 119, <i>Application</i>;  pp. 120–121;  p. 126, <i>Application</i>;  pp. 126–128;  p. 133,  <i>Application</i>; p. 134,  <i>Application</i>; p. 135;  p. 144, <i>Application</i>;  p. 146, <i>Application</i>;  p. 147; p. 149;  p. 155, <i>Application</i>;  p. 156, <i>Application</i>;  pp. 157–158;  p. 165, <i>Application</i>;  p. 166, <i>Application</i>;  p. 167</p>	<p>p. 16; p. 18;  p. 21; p. 32;  p. 44, C;  p. 99; p. 118;  p. 131; p. 164</p>	