

COURSE OUTLINE – French 10


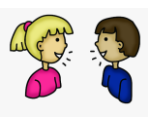






Course Overview & Expectations:

This course is designed to build upon the basics of French skills and give students more skills to communicate their ideas and opinions in French. Students will study themes that are relevant to real world issues and topics are presented so that students are able to create their own opinions and communicate them while thinking critically with their responses. The course will develop detailed reading, listening, writing and speaking skills in assessments and classroom activities.

Learning:

Through engaging with this course, students should UNDERSTAND that

Core French					
Listening and viewing with intent supports our acquisition and understanding of a new language.	We can express ourselves and talk about the world around us in a new language.	With increased fluency, we can participate actively in reciprocal interactions.	We can share our experiences and perspectives through stories.	Creative works are an expression of language and culture.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.
					

Through engaging with this course, students will KNOW...

Statement of Inquiry	Concepts	Unit Title/Topic
Contextualized conversation allows communication of personal messages.	Communication	Qui suis-je
Respecting and understanding conventions allows for appreciation of cultural messages communicated in media.	Culture	Le Film
Creative use of language and careful word choice can improve audience engagement for effective communication of ideas beliefs and values	Creativity	L'impact de notre production et consommation de nourriture
Connections to the past guide and emotionally impact present points of views in oral, written and visual texts.	Connections	Le Passé

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
<ul style="list-style-type: none"> -Explore and derive meaning from a variety of texts -Use a range of strategies to support communication 	<p>Reading the first chapter of an easy-reading novel to focus on context and purpose</p> <p>Use body language, tone, similarities between languages</p>
<ul style="list-style-type: none"> -Explore the importance of story in personal, family, and community identity -Narrate stories, both orally and in writing -Express themselves with increasing fluency, both orally and in writing -Engage in conversations about familiar topics 	<p>Sharing childhood pictures to describe good memories</p> <p>Recording videos and audios of conversations</p>
<ul style="list-style-type: none"> -Explore regional variations in French, Francophone cultural expression and the lives and contributions of Francophone Canadians -Engage in experiences with Francophone communities and people -Recognize connections between language and culture 	<p>Comparing different words used in Québec versus in other French speaking communities</p> <p>Reading graphic novels in French and connecting with movie adaptations</p>

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Category Skill indicator	Examples
Thinking skills	Combine knowledge, understanding and skills to create original products
Social skills	Engage in classroom activities with classmates
Communication skills	Use appropriate forms of writing for different purposes, and speaking techniques (tone, volume, pace and intonation) to communicate to an audience
Self-management skills	Reflect on strengths and weaknesses in the 4 language acquisition competencies
Research skills	locate the appropriate information for my research tasks

Assessment:

Throughout this course, students will demonstrate their learning...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment as learning, or assessment for learning. Formative assessments could include;	Summative assessment is assessment of learning. Summative assessments could include;
A: Listening	Listen to French songs and fill blanks in the lyrics	Watch Kirikou cartoon and answer questions
B: Reading	Completing missing information in pairs (student A talks with student B)	Presenting a fictional character in a recorded conversation in pairs
C: Speaking	Reading a restaurant menu to prepare an order	Read a postcard and answer questions
D: Writing	Making the portrait of a family member	Describing a weekly schedule

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Assessment Rubrics:

Proficient Level

Criterion A: Listening

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	Developing	The student: <ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	Proficient	The student: <ul style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	Extending	The student: <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyzes conventions in complex authentic texts iii. analyzes connections in complex authentic texts.

Criterion B: Comprehending written and visual text

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	Developing	The student: <ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	Proficient	The student: <ul style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	Extending	The student: <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyzes conventions in complex authentic texts iii. analyzes connections in complex authentic texts.

Criterion C: Speaking

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.
3-4	Developing	The student: <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information.
5-6	Proficient	The student: <ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most of the relevant information.
7-8	Extending	The student: <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. during interaction, communicates all or almost all of the required information clearly and effectively.

Criterion D: Writing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	Developing	The student: <ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	Proficient	The student: <ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	Extending	The student: <ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.