



Course Plan: Français Langue Seconde 10 - Immersion

COURSE DESCRIPTION:

The goals of **Français Langue Seconde 10 - Immersion** are:

- to enable French Immersion learners to continue to develop their French language capacities and to develop an openness towards cultural diversity.
- to build and expand on the knowledge and skills learned in previous years.
- to continue to develop all communication skills in French: listening, speaking, reading and writing.
- Link to Ministry website for **Français Langue Seconde 10 – Immersion** :
<https://curriculum.gov.bc.ca/curriculum/fral/10>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Linguistic variations can serve as cultural reference points within the French-speaking world.

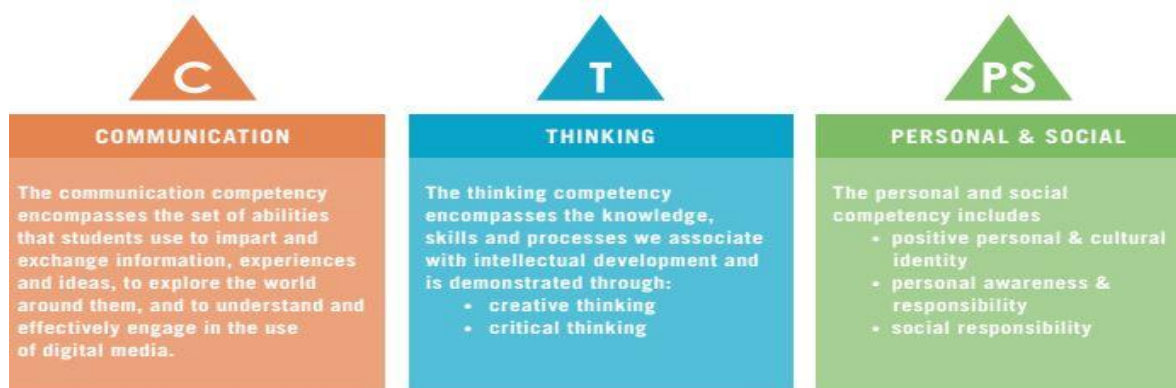
Analyzing texts leads to an understanding of how meaning is conveyed through language and text.

The exploration of texts reveals the depth and complexity of human life.

Poetic elements enrich writing, provoke a response and help create the desired effect.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes as plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, Moodle message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves as some of the submitted assignments in this course.
- Students should contact their teacher through Moodle messaging or Microsoft Teams if they require help with the course content as they work through the lessons and activities.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Exploring and Reflecting

- Analyze the communication strategies used by the sender to evaluate their impact on the recipient.
- Examine the roles of stories in Francophone and First Peoples cultures
- Grasp the linguistic and cultural variety found in the French-speaking world
- Distinguish between abstract notions and concrete notions within a text
- Identify and understand the social, historical, and cultural context of a work and its author
- Identify the themes and poetic elements of a text in order to understand the implicit message
- Analyze the plot and examine and understand the role and evolution of a character in a literary short story

Creating and Communicating

- Communicate according to the context using a variety of expressions and the presentation formats best suited to the sender's and recipients' skills and abilities
- Develop own writing style by exploring registers of language
- Adapt the register to the communication situation at hand
- Use poetic elements to elicit a response from the recipient
- Further refine the message by applying the strategies for enriching a text that are presented in the course

The substantive course activities in the *Déclencheur* (activation unit) include the following Learning Outcomes (Curricular Competencies):

- Analyze the communication strategies used by the sender to evaluate their impact on the recipient.
- Grasp the linguistic and cultural variety found in the French-speaking world.
- Develop one's own writing style by exploring registers of language.
- Further refine the message by applying the strategies for enriching a text that are presented in the course.

These are 4 of the 12 learning outcomes in the course curriculum, which comprises 33% of the course Learning Outcomes / Activities (4/12 = 33%)

LEARNING STANDARDS: Course Content

Students are expected to be able to know and understand the following in various contexts:

- communication strategies:
 - registers of language
 - prosody
 - verbal and non-verbal components
- cultural and historical elements
 - protocols related to the use of First Peoples stories
- literary elements:
 - characteristics of a literary short story
 - poetic elements
 - semantic field
 - expressions
- text organization
 - structure of the literary short story
- language elements:
 - possessive and demonstrative adjectives and pronouns
 - verb tenses and modes
 - active voice and passive voice
- editing strategies
- elements to enrich a text

- choice of words

UNIT OVERVIEWS:

Unité 1: Le déclencheur - “On y va!”

In Unit 1, students will introduce themselves as a learner, reflect on the challenges of becoming more fluent in French, and share the benefits of speaking French in their own lives.

Big Idea: Linguistic variations can serve as cultural reference points within the French-speaking world.

Core Competency: Communication and Thinking

First Peoples Principles of Learning: Learning requires exploration of one’s identity; learning involves patience and time.

Unité 2: Les nouvelles littéraires

In Unit 2, students will read four genres of short stories, develop their literary comprehension and analysis skills, engage in creative writing, and practice their oral storytelling skills.

Big Idea: Analyzing texts leads to an understanding of how meaning is conveyed through language and text.

Core Competency: Communication and Thinking

First Peoples Principles of Learning: Learning is embedded in memory, history, and story.

Unité 3: La poésie

In Unit 3, students will read a variety of francophone poetry, develop their poetic comprehension and analysis skills, practice writing their own poetry, and explore creative avenues to present a poem orally and visually.

Big Idea: Poetic elements enrich writing, provoke a response and help create the desired effect.

Core Competency: Communication and Thinking

First Peoples Principles of Learning: Learning is embedded in memory, history and story.

Unité 4: L’étude du roman *La route de Chlifa*

In Unit 4, students will read the Québécois novel *La route de Chlifa* in order to learn about the social-political past of another country, demonstrate their depth of literary reflection and analysis, and present an oral literary critique.

Big Idea: The exploration of texts reveals the depth and complexity of human life.

Core Competency: Personal and social awareness; Thinking.

First Peoples Principles of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connected, on reciprocal relationships, and a sense of place); Learning involves recognizing the consequences of one’s actions.

Unité 5: L'étude du film *Entre les murs*

In Unit 5, students will watch the French film *Entre les murs*, demonstrate their ability to justify an opinion and thesis in an argumentative essay, and also present and explain an idea in an opinion speech.

Big Idea: The exploration of texts reveals the depth and complexity of human life.

Core Competency: Personal and social awareness; Thinking; Communication.

First Peoples Principles of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connected, on reciprocal relationships, and a sense of place); Learning requires exploration of one's identity.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- read a variety of texts.
- practice structure and vocabulary through grammar exercises and written work.
- do various writing assignments, including short answer, paragraphs, personal reflections and essay writing.
- listen and respond to audio and videos.
- create audio and visual projects, which may include:
 - PowerPoint, Prezi, Sway, and other presentation forms;
 - podcast, digital voice recordings (such as with Audacity);
 - dramatizations, videos;
 - and other digital tools of choice.

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -
<http://nvsd44curriculumhub.ca/assessment/>

Types of assessment:

- **Formative may include:**
 - Grammar practice activities.
 - Online reading and listening practice
 - Teacher-feedback on assignments and informal feedback through meetings or email.
- **Summative may include:**
 - Final mark on writing analyses, assignments and projects.

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Unité 1: Le déclencheur – “On y va!”	15%
Unité 2: Les nouvelles littéraires	21%
Unité 3: La poésie	21%

Unité 4: L'étude du roman <i>La route de Chlifa</i>	21.5%
Unité 5: L'étude du film <i>Entre les murs</i>	21.5%
Course Total	100%

RESOURCES:

Students will require access to a computer with Internet capabilities in order to complete this course, with the choice to engage with a variety of applications and online digital tools. In Units 1, 2 and 3, resources for readings, assignments, and links to videos are provided within the instructions and content of each lesson. In Unit 4, students will either need to borrow a copy of the novel "La route de Chifa" from their school or community library or purchase it in either electronic format or a physical copy of the book. As well, in Unit 5, students will be given temporary access to Criterion on Demand through an account for North Vancouver Online Students to view the French film ***Entre les murs***. All other resources and assignments are provided within the instructions and content of Units 4 and 5.

Students may also access the following online resources to supplement their learning and complete their course work:

- WordReference.com
- Linguee.com
- BonPatron.com
- Bescherelle.com
- YouTube.com