



North Vancouver Online Learning

Course Plan: French 12

COURSE DESCRIPTION:

The French 12 course is intended to build on and extend students' previous studies in Core French. The goals of this course are:

- To enable all learners to communicate in French 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
- To encourage cooperation, positive attitudes and self-assessment

Link to Ministry website for French 12:

<https://curriculum.gov.bc.ca/curriculum/second-languages/12/core-french>

BIG IDEAS:

The Big Ideas consist of generalizations, 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.

Acquiring a language is a lifelong process.

With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.

Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker.

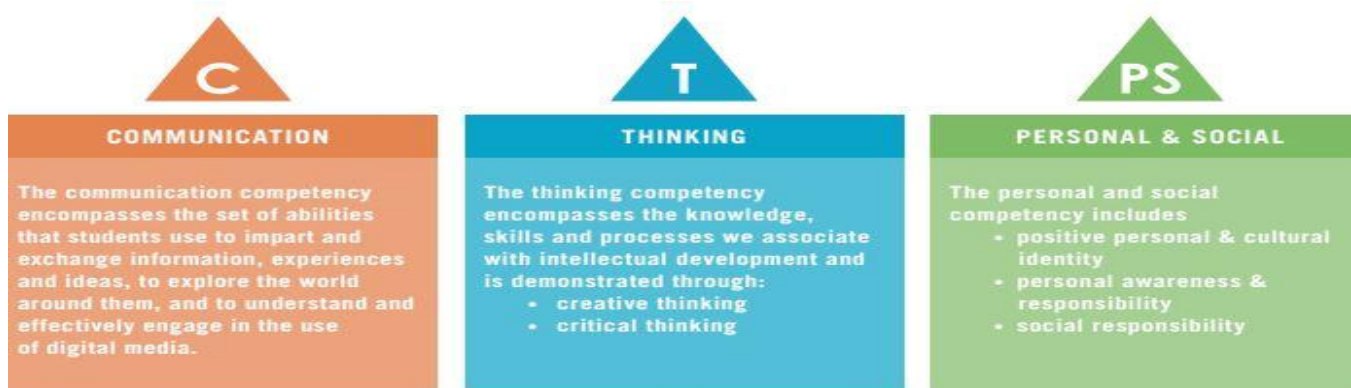
Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.

Experiencing the creative works of other cultures helps us develop our appreciation of cultures worldwide.

Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.

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 the completion of the course.
- Students must read all the information thoroughly and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- 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, Web or other resources etc.
- Students should have a Skype account and know how to use it.
- Students need to be able to create videos of themselves and others in conversation.
- Students should get help from their teacher via Skype or email as they work through the course.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Thinking and communicating

- Explore and interpret a wide variety of texts
- Recognize different purposes, degrees of formality, and perspectives in a variety of texts
- Use a range of strategies to support communication
- Derive and negotiate meaning in a wide variety of contexts
- Respond personally to a variety of texts
- Make word choices and adjust register to express intended meaning
- Adjust speech and writing to reflect different purposes
- Engage in meaningful conversations on a variety of topics of interest, both orally and in writing
- Express themselves effectively, with increasing fluency and accuracy, both orally and in writing
- Evaluate and respond to the opinions of others
- Narrate stories, both orally and in writing

Personal and social awareness

- Explore regional variations in French
- Explore cultural expression in diverse communities
- Explore connections between language and culture
- Recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada
- Engage in experiences with Francophone communities and people
- Identify and explore personal, educational, and professional opportunities requiring proficiency in French
- Identify and explore opportunities to continue language acquisition beyond graduation

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

- Explore and interpret texts
- Use strategies to support communication
- Respond personally to a text
- Make word choices and adjust register to express intended meaning
- Adjust speech and writing to reflect different purposes
- Explore connections between language and culture

These are 6 of the 18 Learning Outcomes in the course curriculum, which comprises 33% of the course Learning Outcomes/Activities. (6/18 = 33%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- commonly used vocabulary and sentence structures for communication in past, present, and future time frames:
 - questions
 - sequences of events
 - doubts, wishes, possibilities, and hypothetical situations
 - explanations of needs, emotions, and opinions
- register and language etiquette
- idiomatic expressions from across *la francophonie*
- ethics of cultural appropriation and plagiarism

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Module 1: Communication

Big Idea: Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker.

Core Competency Focus: I present information clearly and in an organized way. I can understand and share information about a topic that is important to me.

Essential Question: How do I use language to communicate with others?

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

Unit Overview: In this module, students will focus their learning about communication with others. They will respond to authentic documents and videos and write about their understandings based on personal questions. Francophone themes are woven throughout the materials and practice. Students will learn to expand their communication skills through the on-going development of their language proficiency including the following elements: *le futur simple, les verbes réfléchis, les expressions négatives et ne...que.*

Module 2: Le monde qui bouge

Big Idea: Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker. Experiencing the creative works of other cultures helps us develop our appreciation of cultures worldwide.

Core Competency Focus: I can show if I like something or not. I can recount simple experiences and activities and tell something I learned.

Essential Question: How are language, culture, and identity related?

First Peoples Principle of Learning: Learning involves patience and time.

Unit Overview: In Module 2, students will explore the world around them and identify their place within it. Students will further explore authentic documents and videos that have francophone content and respond to them through personal questions in both written and spoken form. Students will continue to further their communication skills and language proficiency by reviewing and practicing the following language elements: *le subjonctif (present), les pronoms relatifs (qui, que, don't, ce que, ce dont, lequel).*

Module 3: La vie des gens

Big Idea: Acquiring a language is a lifelong process. Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.

Core Competency Focus: I can describe my family and community. I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group).

Essential Question: How does learning about others influence our own life choices?

First Peoples Principle of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit Overview: For this module, students will learn about a variety of career and job options through French texts and videos. Students will share their plans, goals, and opinions through a range of speaking and writing activities and tests. Students will continue to build their communication skills to help clarify their understandings and ideas through the practice of the following language elements: *le passé composé, l'imparfait, le plus-que-parfait, les pronoms: direct, indirect, emphatique, y, en.*

Module 4: L'imagination

Big Idea: With increased proficiency in French, we can discuss and justify opinions with nuance and clarity. Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.

Core Competency Focus: I generate new ideas as I pursue my interests.

Essential Question: How do I use my own knowledge of language and culture to enrich my community and broaden my opportunities?

First Peoples Principle of Learning: Learning involves patience and time.

Unit Overview: In this last module, students explore how one's identity can be shaped by the opinions of others and how what's truly important in life is not visible to the eye. This is presented through the study of **Le Petit Prince** by Antoine de Saint-Exupéry. Students will have the opportunity to reflect on their own life choices and articulate their opinions and ideas in spoken and written French. Students will increase their proficiency through the practice and review of the following language elements: *le conditionnel (présent et passé), le passé simple, le participe présent*). Students will also reflect on their learning in this course by completing a quiz based on the Core Competencies.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- participate in oral work through various media.
- practice structure and vocabulary through grammar exercises and written compositions.
- listen and respond to audio and videos.
- read a variety of texts.

ASSESSMENT:

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

- Partner conversations
- Conversations with the teacher
- Online reading and listening practice
- Compositions
- Module tests divided into Reading, Writing, Listening, and Speaking
- Self-reflection on the Core Competencies

Formative may include: language and skill-based practice activities.

Summative may include: assignments, module tests (reading, writing, listening, and speaking)

EVALUATION:

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

Evaluation	Percentage of Final Mark
Exercises and Activities	15 %
Listening Tests	12 %
Speaking Tests	30 %
Reading Tests	13 %
Writing Tests	30 %
Total	100%

RESOURCES:

- Students will need to access the following online resources to supplement their learning and to complete their course work:
 - www.quizlet.com
 - www.wordreference.com
 - www.french.about.com
 - Skype
 - YouTube