



École secondaire  
Windsor  
Secondary School

## FRANÇAIS LANGUE 10

2019-2020

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### CURRICULUM

This course was developed to meet the learning outcomes of [BC's new curriculum](#), prescribed by the British Columbia Ministry of Education. The following big ideas will transpire through the course:

- 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.

Students will have the opportunity to meet the learning outcomes through the following units:

UNIT 1: "ZONE" (FRENCH CANADIAN PLAY)

UNIT 2: POETRY

UNIT 3: SHORT STORIES

UNIT 4: LITERARY CIRCLES

UNIT 5: "LE PETIT PRINCE" (FRENCH NOVEL)

### EVALUATION

#### A. METHODS OF EVALUATION

A variety of methods will be used for summative evaluations throughout the course, including projects, presentations, dramatic renditions, poems, reflections, essays, writing of a short story, observation of students' use of oral French, questions to answer in written form, debates, discussions, oral questioning, interviewing, tests, etc.

Formative evaluations will be performed throughout the year as a means of learning and for students to check their understanding leading up to the final, summative evaluation. Formative marks may be recorded but will not count towards the final mark.

#### B. GRADING SCALE FOR MARKS

Letter grade	%
A+	100
A	93
B+	84
B	80
B-	75
C+	70
C	60
C-	50

**A: Advanced application.** Consistent and independent demonstration of performance; shows curiosity and can explore further; shows in-depth comprehension; articulates clearly and thoroughly one's reasoning; shows strong skills development in all aspects

**B: Meets standards.** Frequent (most-of-the-time) demonstration of performance; shows strong overall understanding, but may not cover all aspects consistently; provides accurate, coherent explanations; is developing strength in most areas

**C: Working toward standards.** Uneven demonstration of performance; provides inconsistent demonstration of understanding; has a partial grasp, or demonstrates good grasp in some areas while other areas need more support; gives some support for ideas, but needs to elaborate; needs regular support and guidance to complete tasks

## USE OF FRENCH

Since this is a French Immersion Language Arts course, instruction will be given in French. Similarly, students are expected to communicate **exclusively** in French in class.

In grade 10, students are expected to do more than to get the message across; they are expected to demonstrate grammatical accuracy, to structure their ideas clearly, and to monitor their own use of language.

In addition, **some level of memorisation and practice is essential for students to move their linguistic skills forward** – may it be memorising vocabulary, verb conjugations, expressions, and literary devices. Students are expected to demonstrate their learning of new vocabulary, language, grammar and expressions orally by (1) using and experimenting with the new content, and (2) through self-, peer-, and teacher-led correction of their language. The oral French communication component will be evaluated through teacher observations and student self-evaluation using the rubric below:

### RUBRIC FOR ORAL FRENCH COMMUNICATION

F	C	B	A
Démonstration d'une communication <b>insuffisante</b> en français	Démonstration d'une <b>bonne</b> communication orale en français	Démonstration d'une <b>excellente</b> communication orale en français	Démonstration <b>exceptionnelle</b> de communication orale en français
Ne communique pas régulièrement en français	Communique régulièrement en français	Communique majoritairement en français	Communique systématiquement et efficacement en français
Exemples de comportements			
<ul style="list-style-type: none"> <li>-L'élève parle majoritairement en anglais</li> <li>-L'élève répond majoritairement à ses partenaires et à la prof en anglais</li> <li>-L'élève a besoin de rappels; après lesquels il continue à parler en anglais ou il dit quelques mots en français et change aussitôt à l'anglais</li> <li>-Utilise le français presque seulement quand il est directement supervisé ou évalué; n'utilise pas le français de façon volontaire</li> </ul>	<ul style="list-style-type: none"> <li>-Parle majoritairement en français pendant les activités, même s'il utilise à l'occasion des mots et phrases anglais</li> <li>-Parle souvent en français dans ses interactions informelles (e.g. demander un crayon à son partenaire, saluer ses amis, etc.)</li> <li>-L'élève a parfois besoin de rappels pour changer au français; après lesquels il change au français et reste en français</li> </ul>	<ul style="list-style-type: none"> <li>-Parle presque toujours en français pendant les activités de discussion et de pratique de la langue</li> <li>-Parle presque toujours en français dans ses interactions informelles (e.g. demander un crayon à son partenaire, saluer ses amis, etc.)</li> <li>-Démontre un effort évident à utiliser le vocabulaire, la langue et les expressions enseignées en classe</li> <li>-L'élève est capable de gérer sa communication en français : il peut se rappeler à lui-même de parler français de façon autonome</li> </ul>	<ul style="list-style-type: none"> <li>-Dès qu'il entre dans la classe, change au français systématiquement</li> <li>-Il est rare d'entendre l'élève utiliser des mots ou phrases en anglais</li> <li>-Répond en français même quand ses partenaires parlent anglais</li> <li>-L'élève utilise volontairement le français, même quand il n'est pas supervisé par la prof</li> <li>-L'élève prend des risques et agit comme modèle de l'utilisation du français en classe</li> </ul>

## REQUIRED MATERIAL

- Agenda
- Binder and separators
- Letter-sized lined paper (200+)
- Pencil, red pen, highlighter, eraser

## COURSE WEBSITE

### Weebly

Homework, important dates, most handouts, and resources will be posted on Mme Ouellet's teacher website: [madameouellet.weebly.com](http://madameouellet.weebly.com).

## COURSE POLICIES AND PROCEDURES

### A. ATTENDANCE

- Missing classes for any reason will have an impact on learning, assessment and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed assignments, work or homework. The school and teaching staff are not required to make special arrangements for unexcused absences.
- Family vacations are not considered an excused absence.
- Repeated unexcused absences or lates will result in consequences from the classroom teacher and from the grade administrator.
- Please refer to the [NVSD attendance policy](#) for further details:  
<https://www.sd44.ca/District/CurriculumResources/Documents/AttendanceMatters.pdf>

### B. PLAGIARISM AND CHEATING

Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda book. **In addition, students are expected to abide by the following French Immersion guidelines:**

- The use of translators, electronic or otherwise, is strictly prohibited on assignments handed in for marks. Students are to use dictionaries, concordancers (e.g. Linguee), and other tools for individual words or expressions, not for sentences or paragraphs.
- Work previously corrected or enhanced by a tutor (or someone in higher knowledge of the language) may not be handed in as your own.
- If it is suspected that an assignment has been enhanced by the aid of a translator or tutor, the student may be asked to reproduce similar work in the presence of the teacher.
- Plagiarism and cheating will result in a mark of zero (0), and a mention will be made on the student's transcript.

### C. MISSED TESTS

Any test or exam missed due to an unexcused absence will result in a zero (0). If a student cannot attend school due to illness or a family emergency, the parent or guardian must excuse the absence on the same day. In addition, the student must e-mail the teacher in order to explain their absence and to schedule a re-take.

Acceptable Absence Reasons	Unacceptable Absence Reasons (no re-take)
"I was sick with the flu" "My grandmother died" "I have to go to the doctor/hospital" "I have a school activity for which I was formally excused <b>AND</b> I was granted the privilege to go because I have all my assignments in order"	"I slept in" "My alarm didn't go off" "I decided to go on a holiday" "I have a hairdresser appointment" "I was under the influence" "I didn't sleep because I partied all night" "I wasn't ready for the test / my presentation" "I was studying for an important math exam"

#### **D. LATE WORK**

Late work will not be accepted if the assignment has already been handed back to students, in which case the student will get a zero (0). If the student was absent, it is their responsibility to obtain and complete work before the due date, regardless of whether the absence was excused or not.

#### **E. TECHNOLOGY**

In order to maximize learning and to promote a sense of community, all students are required to mute their cell phones and to **store them in the designated storage pockets before the beginning of class**. Class iPads are available for students to use for academic purposes.

When using the school's computers, students must abstain from drinking and eating around the computers. In addition, students are expected to treat all school property, including computers and iPads, with utmost respect. Online conduct must abide with Windsor Secondary's code of conduct.

## GRANDES IDÉES

Les variations langagières fournissent des repères culturels au sein de la diversité francophone.

L'analyse des **textes** amène à comprendre comment le sens est véhiculé par des moyens d'ordre linguistique et textuel.

L'exploration des textes révèle la profondeur et la complexité de la vie humaine.

Les **éléments poétiques** enrichissent l'écriture et provoquent la réaction d'autrui grâce à l'effet recherché.

## Normes d'apprentissage

Compétences disciplinaires	Contenu
<p><i>L'élève acquerra ces compétences disciplinaires orales et écrites en s'appuyant sur des <b>supports</b> oraux, écrits et visuels.</i></p> <p><b>Explorer et réfléchir</b></p> <ul style="list-style-type: none"> <li>Analyser les stratégies de communication employées par le destinataire pour en évaluer ses effets sur le destinataire</li> <li>Examiner les <b>rôles du récit</b> dans des cultures francophones et des peuples autochtones</li> <li><b>Saisir les variétés langagières et culturelles</b> de la francophonie</li> <li>Différencier les <b>notions abstraites</b> des <b>notions concrètes</b> dans un texte</li> <li>Situer et <b>comprendre le contexte socio-historico-culturel</b> d'une œuvre et de son auteur</li> <li>Dégager les thèmes et les éléments poétiques d'un <b>texte</b> afin d'en comprendre le message implicite</li> <li>Analyser l'intrigue et l'<b>évolution d'un personnage</b> pour comprendre son rôle dans la nouvelle littéraire</li> </ul> <p><b>Créer et communiquer</b></p> <ul style="list-style-type: none"> <li>Communiquer selon le contexte en utilisant une variété d'expressions et les <b>formats de présentation</b> les mieux adaptés à ses capacités et à celles des autres</li> <li>Développer son style d'écriture en explorant les <b>registres de langue</b></li> <li>Adapter son registre à la situation de communication proposée</li> <li>Employer des éléments poétiques dans son discours afin de susciter une réaction de la part du destinataire</li> <li>Rendre son message plus précis en appliquant les stratégies d'enrichissement à l'étude</li> </ul>	<p><i>L'élève connaîtra et comprendra dans divers <b>contextes</b> le contenu ci-dessous :</i></p> <ul style="list-style-type: none"> <li>Stratégies de communication :             <ul style="list-style-type: none"> <li>les <b>registres de langue</b></li> <li>la <b>prosodie</b></li> <li>le <b>verbal</b> et le <b>non-verbal</b></li> </ul> </li> <li>Éléments culturels et historiques :             <ul style="list-style-type: none"> <li>les protocoles liés à la possession des récits par les peuples autochtones</li> </ul> </li> <li>Outils littéraires :             <ul style="list-style-type: none"> <li>les <b>caractéristiques de la nouvelle littéraire</b></li> <li>les <b>éléments poétiques</b></li> <li>le <b>champ lexical</b></li> <li>les <b>expressions</b></li> </ul> </li> <li>Organisation textuelle :             <ul style="list-style-type: none"> <li>les <b>schémas de la nouvelle littéraire</b></li> </ul> </li> <li>Outils langagiers :             <ul style="list-style-type: none"> <li>les <b>adjectifs et pronoms possessifs et démonstratifs</b></li> <li>les <b>modes et temps verbaux</b></li> <li>la <b>voix active</b> et la <b>voix passive</b></li> </ul> </li> <li><b>Stratégies de révision</b></li> <li>Outils d'enrichissement :             <ul style="list-style-type: none"> <li>le <b>choix des mots</b></li> </ul> </li> </ul>