

## 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.	<b>Communication</b>	Qui suis-je
Respecting and understanding conventions allows for appreciation of cultural messages communicated in media.	<b>Culture</b>	Le Film
Creative use of language and careful word choice can improve audience engagement for effective communication of ideas beliefs and values	<b>Creativity</b>	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.	<b>Connections</b>	Le Passé

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

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

## 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 <i>as</i> learning, or assessment <i>for</i> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Listening</b>	Listen to French songs and fill blanks in the lyrics	Watch Kirikou cartoon and answer questions
<b>B: Reading</b>	Completing missing information in pairs (student A talks with student B)	Presenting a fictional character in a recorded conversation in pairs
<b>C: Speaking</b>	Reading a restaurant menu to prepare an order	Read a postcard and answer questions
<b>D: Writing</b>	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>

## Grade Descriptors:

### Grade 7

Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

### Grade 6

Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.

### Grade 5

Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.

### Grade 4

Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.

### Grade 3

Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.

### Grade 2

Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.

### Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

## Assessment Rubrics:

# Proficient Level

## Criterion A: Listening

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

## Criterion B: Comprehending written and visual text

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

## Criterion C: Speaking

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

## Criterion D: Writing

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