



North Vancouver Online Learning

North Vancouver School District

COURSE PLAN: FRENCH 10

COURSE DESCRIPTION

The French 10 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 10: [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://www.education.gov.bc.ca/curriculum/french10/)

BIG IDEAS

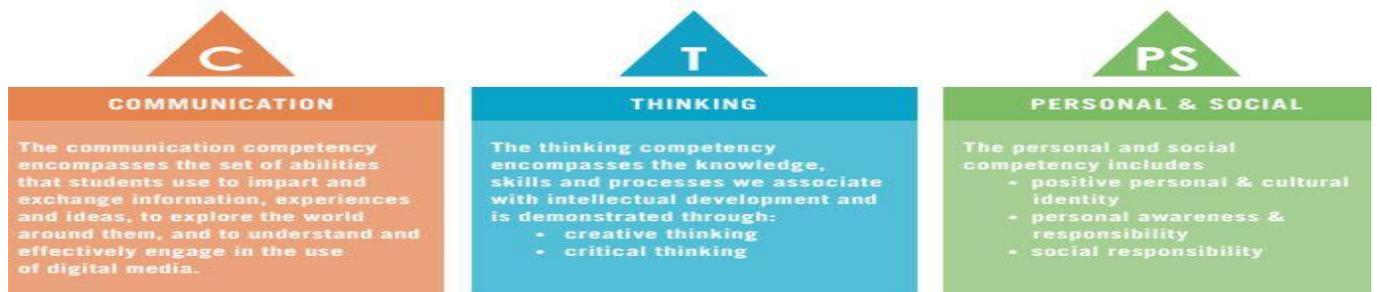
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade.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



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 three core competencies:

- Communication (Communicating & Collaborating)
- Thinking (Critical Thinking, Creative & Reflective Thinking)
- Personal (Personal Awareness & Responsibility, Social Awareness & Responsibility, Positive Personal & 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 (365 days from the date of registration). Successful students plan the completion of their course with a weekly plan.
- ✦ 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 Teams Chat and Videochat, [but possibly 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, internet or other resources.
- ✦ Students should have a Teams account and know how to use it for check-ins with their teacher, completing oral assessments and all invigilation for reading/writing assessments.
- ✦ Students need to be able to create videos in their private You Tube account of themselves and others in conversation.
- ✦ Students should get help from their teacher through Microsoft Teams Chat or Videochat, or in person as they work through the lessons and activities. *They should not send emails or Moodle messages where possible, for faster response.*
- ✦ Students must complete all activities in a module before they can do reading/writing assessments for that module, using Safe Exam Browser and/or supervised by a teacher volunteering to invigilate. Students may also choose to make an appointment to complete these assessments in person at Mountainside or with their French 11 teacher. Oral assessments are completed with the teacher, in Teams Videochat or in person.

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
- ✦ Identify perspectives in 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
- ✦ Express themselves with increasing fluency, both orally and in writing
- ✦ Narrate stories, both orally and in writing

Personal and Social Awareness

- ✦ Explore regional variations in French
- ✦ Explore Francophone cultural expression
- ✦ 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
- ✦ Explore the importance of story in personal, family, and community identity
- ✦ Engage in experiences with Francophone communities and people
- ✦ Identify and explore personal, educational, and professional opportunities requiring proficiency in French

The following five substantive course activities are included in the *Déclencheur* (activation) unit:

- ✦ Explore and interpret a wide variety of texts
- ✦ Use a range of strategies to support communication
- ✦ Respond personally to a variety of texts
- ✦ Make work choices and adjust register to express intended meaning
- ✦ Adjust speech and writing to reflect different purposes

These Learning Outcomes/Curricular Competencies comprise 5/17, or 29%, of the outcomes in the course curriculum.

LEARNING STANDARDS: COURSE CONTENT

Students are expected to know the following:

- ✦ an increasing range of vocabulary and sentence structures for conveying meaning:
 - ✦ asking and responding to various types of questions
 - ✦ describing activities, situations, and events
 - ✦ expressing different degrees of likes and dislikes
 - ✦ expressing hopes, dreams, desires, and ambitions
 - ✦ expressing opinions
- ✦ past, present, and future timeframes • elements of a variety of common texts
- ✦ common elements of stories
 - idiomatic expressions from across la francophonie
- ✦ contributions of Francophone Canadians to society

UNIT OVERVIEWS

MODULE 1: CHEZ NOUS

- ✦ **In Module 1**, students will talk and write about the city in which they live/ and or a city of their choice. They will learn how to communicate their understanding of the details of where they live and the way that they interact with the people around them. Students will review/learn the past, present, and future timeframes
- ✦ Big Idea: Listening and viewing with intent deepens our understanding and acquisition of French.
- ✦ Core Competency Focus: I ask and respond to simple, direct questions. I can tell what is important to me. I can describe my family and community.
- ✦ Essential Questions: How are language culture, and identity related?
- ✦ First Peoples Principle of Learning: Learning involves generational roles and responsibilities. Learning is embedded in memory, history, and story.

MODULE 2: L'ACTIVITÉ

- ✦ **In Module 2**, students will talk and write about sport, dance, and/or other activities. Students will review/learn how to properly use adjectives and adverbs, as well as idiomatic and negative expressions to enhance their descriptions. They will also be introduced to *l'Imparfait* past tense.
- ✦ Big Idea: Acquiring a language can shape one's perspective, identity, and voice. Core Competency Focus: I can understand and share information about a topic that is important to me. I can tell what is important to me.
- ✦ Essential Questions: How do I use language to communicate with others?
- ✦ 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. Learning requires exploration of one's identity.

MODULE 3: LOISIRS ET SPECTACLES

- ✦ **In Module 3**, students will talk and write about their likes and dislikes in regards to hobbies as well as entertainment. Students will continue to develop their language skills by learning/reviewing pronoun verbs, relative pronouns, as well as direct and indirect object pronouns.
- ✦ Big Idea: Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity.
- ✦ Core Competency Focus: I generate new ideas as I pursue my interests. I understand how my values shape my choices.
- ✦ Essential Questions: 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 recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Learning is embedded in memory, history, and story.

FINAL ASSIGNMENT : RÉFLEXION DU COURS

In this final assessment of the course, students will reflect on their learning throughout the course. The assignment will consist of a series of questions about their progress, their strengths and their challenges, as well as their ability to communicate in French.

STUDENT LEARNING ACTIVITIES AND STRATEGIES

Students will:

- ✦ speak with the teacher and peers and create videos.
- ✦ practice structure and vocabulary through grammar exercises and written work.
- ✦ listening and respond to audio and videos.
- ✦ read a variety of texts.
- ✦ write personal reflections.

RESOURCES AND ASSESSMENT OVERVIEW:

- ✦ Students will need a computer (with a camera), Wi-Fi access, and ear buds or head phones. There is no textbook – all materials will be provided online.
- ✦ Each unit (module) will have lessons and online practice. These assignments will not be evaluated but are considered an essential tool for students to regulate their own understanding (formative assessment).

- ✦ Additional website links are provided for extra practice and/or explanation.
- ✦ Each lesson will also have a Quiz on the language concepts within the lessons. These assessments will provide feedback for the student as to their level of competency and understanding and will count towards the course grade.
- ✦ In addition to the lessons and practice, there are tasks (Tâches) for each module. These tasks will be evaluated and count towards the course grade (summative assessment).
- ✦ At the end of each unit (Modules 1, 2, and 3), there is a three-part Test d'Unité (reading and writing assessment as well as an Évaluation: conversation (listening and speaking assessment)). These will be evaluated and count towards the course grade (summative assessment).
- ✦ At the very end of the course, there will be an Évaluation finale: réflexion du cours. Students will reflect on their core competencies as well as articulate their opinion and understanding regarding their ability to communicate in French and their recent learning experiences in the FR10 online course.
- ✦ The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

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

Summative assessment may include modules assessments of reading, writing, listening and speaking.

EVALUATION

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

Evaluation	Percentage of Final Mark
Introduction "Déclencheur" Assignments	5%
Module 1	30%
Module 2	30%
Module 3	30%
Total	100%

RESOURCES

In addition to their NVSD Online School *Moodle*, 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
- ✦ Microsoft Teams, part of Microsoft 365, free to all NVSD Online School students
- ✦ YouTube
- ✦ Spotify
- ✦ Safe Exam Browser and/or access to a teacher willing to invigilate reading/writing assessments. Students may also choose to make an appointment to complete assessments in person at Mountainside or with their French 10 teacher.