



# North Vancouver Online Learning

*North Vancouver School District*

## COURSE PLAN: FRENCH 11

### COURSE DESCRIPTION

The French 11 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 11 [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://www.gov.bc.ca/curriculum/french11/)

### BIG IDEAS

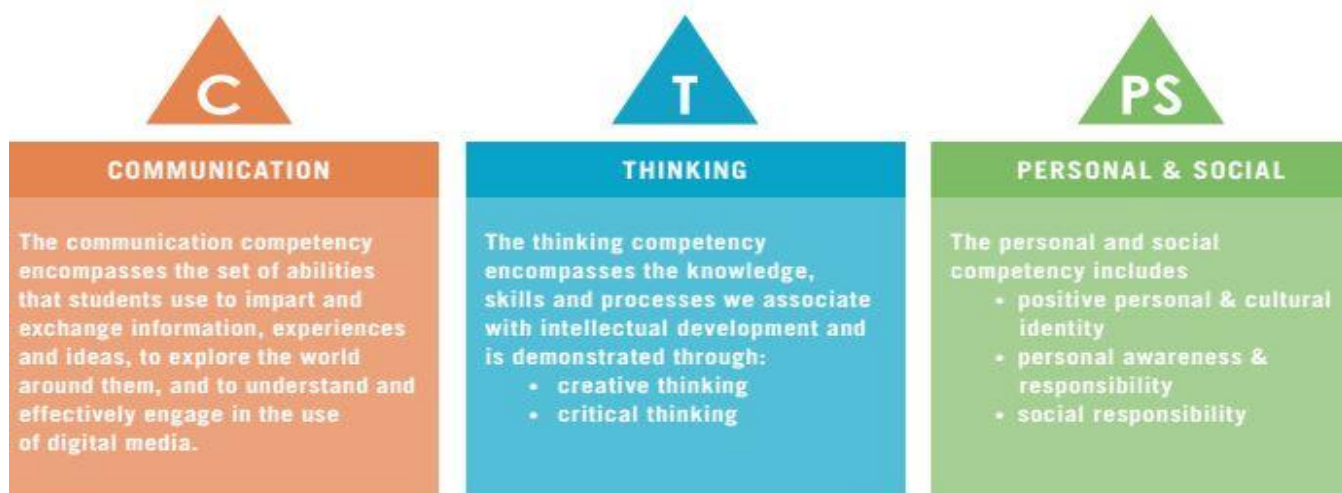
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. 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 [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 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 reading/writing assessments 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 word 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:*

- ✦ common vocabulary and sentence structures for communication in past, present and future time frames:
  - ✦ questions
  - ✦ sequences of events
  - ✦ predictions
  - ✦ personal experiences
  - ✦ opinions
  - ✦ comparisons and contrasts
- ✦ elements of a variety of types of texts
- ✦ register and language etiquette
- ✦ idiomatic expressions from across *la Francophonie*
- ✦ ethics of cultural appropriation and plagiarism

## UNIT OVERVIEWS

### MODULE 1: LES ARTS

**In Module 1, students will focus their learning about the arts and their involvement in the arts, reflecting on the artistic interests they have pursued over the years.**

**Big Idea:** Listening and viewing with intent supports our acquisition of French.

**Core Competency:** Thinking and communicating

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

### MODULE 2: LES RELATIONS PERSONELLES

**In Module 2, students will focus on their identity and relationships to others.**

**Big Idea:** The communicative context determines how we express ourselves.

**Core Competency:** Personal and social awareness.

**First Peoples Principles of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationship, and a sense of place.)

### MODULE 3: LE MONDE DU TRAVAIL

**In Module 3, students will explore various career options and how they relate to the Francophone world, as well as reflect on how their values shape their career plans.**

**Big Idea:** Developing proficiency in French provides diverse opportunities.

**Core Competency:** Personal and social awareness

**First Peoples Principles of Learning:** Learning requires exploration of one's identity.

### MODULE 4: LES VACANCES

**In Module 4, students will reflect on their values and goals, and where they would like to travel in the world. They will also learn how travel expands their understanding of Francophone language.**

**Big Idea:** Language and culture are interconnected and shape our perspective, identity, and voice.

Acquiring French provides a unique opportunity to access and interact with the Francophone world.

**Core Competency:** Personal and social awareness

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

## 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.

## ASSESSMENT

The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

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

**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
Exercises and activities	15%
Listening/Speaking Assessments	42%
Reading Assessments	13%
Writing Assessments	30%
<b>Total</b>	<b>100%</b>

## 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](http://www.quizlet.com)
- ♣ [www.wordreference.com](http://www.wordreference.com)
- ♣ [www.french.about.com](http://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 11 teacher.