



North Vancouver Online Learning

Course Plan : Français langue seconde 12- Immersion

COURSE DESCRIPTION:

French Immersion 12 is required to receive a bilingual diploma.

The objective of this course is to help students to integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences. French Immersion 12 will enable students to gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objective

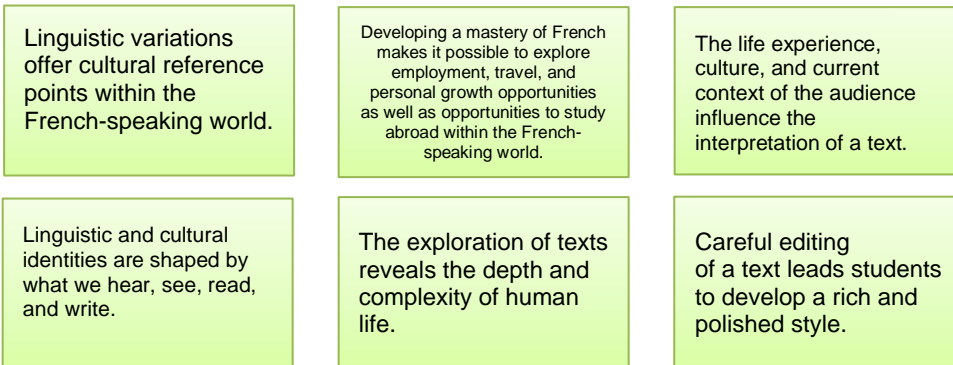
The link to the Ministry of Education site for French Immersion 12:

<https://curriculum.gov.bc.ca/curriculum/fral/12/core>

BIG IDEAS:

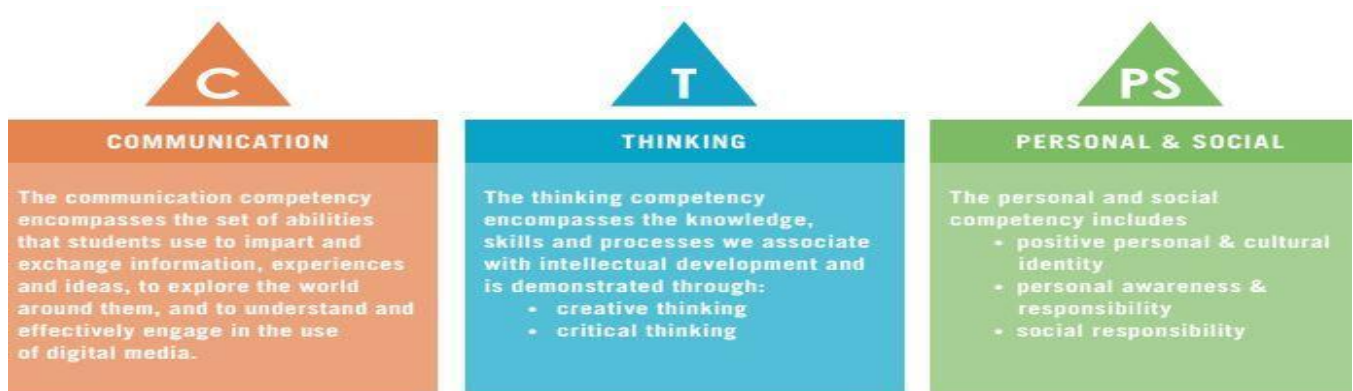
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade.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

Here are the six Big Ideas for Français langue seconde 12- Immersion :



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:

- This course allows students to study at their own pace. However, this requires efficient time management to complete the course by the deadline. Good progress often requires that the student create a weekly schedule to organize the due dates of their assignments to complete the work within the time limit granted.
- Students must read all the information and attempt all activities in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, during online meetings, 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.
- All work must be completed in French. Students should not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes plagiarism. Students should only search for individual words or phrases using a reliable dictionary site.
- Students should be able to create videos of themselves for the assignments and tasks required in this course.
- Students should contact their teacher using email or set up a Microsoft Teams meeting if they need assistance.

LEARNING STANDARDS: Curricular Competencies

Students are expected to do the following, using oral, written, and visual media:

Explore and Reflect

- Use their language and cultural knowledge to reflect on their identity and understand their role within the French-speaking world
- Analyze the influence and importance of social, historical, and cultural contexts as well as diversity in approaching various texts
- Compare the roles that stories, and the oral tradition play in Francophone and First Peoples cultures
- Interact with Francophones and have life experiences in the French-speaking world
- Analyze the symbolism in a text in order to grasp its meaning
- Expand on common threads and diverging elements within a theme in Francophone and First Peoples texts in order to deepen and expand knowledge of society
- Identify the type and intention of a text
- Analyze a problem statement in order to understand the issues at hand
- Evaluate the acquisition of new knowledge concerning a text
- Analyze the stylistic devices in order to identify a message
- Develop a critical mind, clarity, and coherence in responding to texts to better know and understand the issues of society

Create and Communicate

- Communicate using a variety of expressions and presentation formats according to the context
- Nuance their opinions to adapt to communication situations
- Synthesize ideas and information obtained from diverse texts
- Moderate a discussion in order to optimize interactions
- Develop various elocution styles in their oral communications in order to create the desired effect
- Use writing processes and design methods to plan, develop, and create texts for a variety of purposes and audiences
- Develop their writing styles using subtleties of the French language in their writing in order to enrich their text and create the desired effect
- Modify their communication style by applying enrichment strategies in order to polish their text
- Correct themselves spontaneously by applying their linguistic knowledge

The activation Assignment, will cover the following Learning Outcomes (Curricular Competencies)

- Analyze a problem statement in order to understand the issues at hand

- Evaluate the acquisition of new knowledge concerning a text

These are 2 of the 20 learning outcomes in the course curriculum, which comprises 10 % of the course Learning Outcomes/Activities. (2/20 = 10%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

Communication strategies

- language registers
- moderating a debate
- moderation
- negotiation
- reformulation
- professional interaction
- citation techniques

Social, historical, and cultural elements

- protocols for using First Peoples stories

Literary elements

- stylistic devices
- denotation and connotation
- symbolism

Text organization

- structure of an essay
- structure of a blog

UNIT OVERVIEWS :

Unit 1 : « La francophonie et toi »

In this unit the student is encouraged to:

- Explore the variety and language registers in different contexts
- Develop a deeper understanding of the francophone world
- Explore the link between francophone cultures and the French language
- Put into practice knowledge of grammar, vocabulary and writing structures

Big Idea: Linguistic variations offer cultural reference points within the French-speaking world.

Core Competency: Personal and social

First Peoples Principle of Learning: Learning requires exploration of one's identity

Unit 2 « L'analyse de textes »

In this unit the student is encouraged to:

- Review and learn active reading strategies
- Analyze texts
- Analyze the parts of a sentence
- Share and present learning

Big Idea: The life experience, culture, and current context of the audience influence the interpretation of a text.

Core Competency: Critical thinking

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

Unit 3: «La poésie»

In this unit the student is encouraged to:

- Explore a poem's message through literary analysis
- Review the use and placement of adjectives in a sentence
- Integrate quotes in their writing
- Compare texts
- Develop their own writing style by writing a slam poem

Big Idea: Linguistic and cultural identities are shaped by what we hear, see, read, and write.

Core Competency: Critical thinking

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

Unit 4 : « Explorer ma culture, la culture franco-canadienne et la culture autochtone du Canada, à travers les textes »

In this unit the student is encouraged to:

- Explore texts to better understand traditional indigenous and French-Canadian traditions
- Review the subjunctive tense
- Learn to write a French essay
- Use transitions when writing

Big Ideas:

- Linguistic and cultural identities are shaped by what we hear, see, read, and write.
- Careful editing of a text leads students to develop a rich and polished style.

Core Competency: Reflective thinking and communication

First Peoples Principle of Learning: Learning recognizes the role of indigenous knowledge. Learning Involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Unit 5 : « Étude de roman "L'Étranger" »

In this unit the student is encouraged to:

- Read the novel « L'Étranger » by Albert Camus
- Use reading strategies to analyze and understand the novel
- Review the past tense of verbs

Big Idea: The exploration of texts reveals the depth and complexity of human life.

Core Competency: Critical and reflective thinking

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

Unit 6 : « Ma vie après l'école secondaire »

In this unit the student is encouraged to:

- Explore etiquette
- Review the future tense
- Write a cover letter and a résumé in French
- Participate in an interview in French

Big Idea: Developing a mastery of French makes it possible to explore employment, travel, and personal growth opportunities as well as opportunities to study abroad within the French-speaking world.

Core Competency: Communication, Personal and social

First Peoples Principle of Learning: Learning involves generational roles and responsibilities.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Read, analyze and synthesize a variety of texts.
- Read a novel
- Practice French writing structure and vocabulary doing grammar exercises and written assignments.
- Do a variety of writing assignments including short answers, paragraphs, personal reflections, emails, blogs, letters, and essay writing.

- Listen and respond to audio and video files
- Create audio and visual projects
- Have meetings and exchanges with Francophones

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment

<http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Written or spoken exercises to practice skills and communicate understanding acquired during a lesson.
- Grammar practice and activities
- Online reading or listening activities
- Teacher feedback
- A meeting or discussion between the teacher and a student to practice speaking or to provide help

Summative may include :

- An assignment to apply the competencies acquired. (marked using a rubric or points)
- A final project – marked using a rubric
- An oral presentation
- An exam to verify understanding and to put into practice the concepts learned (marked using a rubric or points)

EVALUATION:

Evaluation	Percentage of Final Mark
Activation	5%
Each Unit (There are 6 units in the course)	11.67% x 6 = 70%
Midterm evaluation	10%
Final Exam	15%
Total	100%

RESOURCES:

Students will require access to a computer with Internet capabilities in order to complete this course. They will have the choice to engage with a variety of applications and online digital tools. In Unit 5, students will read the novel "L'étranger" by Albert Camus. If a student wishes to obtain a copy in advance of the unit, one can borrow a copy of the from the

school or community library or find an electronic format of the book. All other resources and assignments are provided within the instructions and content of the course.

Students may also access the following online resources to supplement their learning and complete their course work:

- WordReference.com
- Linguee.com
- BonPatron.com
- Bescherelle.com
- YouTube.com