



## FRANÇAIS LANGUE 10

2024-2025

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### CURRICULUM

This course is developed to meet the learning outcomes of [BC 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 : LES CERCLES LITTÉRAIRES

UNIT 2 : LA POÉSIE

UNIT 3 : LA NOUVELLE LITTÉRAIRE

UNIT 4 : LE PETIT PRINCE

### 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	94
A-	90
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 and beyond the level of instruction

**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 or all 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

## REQUIRED MATERIAL

- Agenda
- Binder and separators
- Letter-sized lined paper (200+) \*\*\* **pages torn off notebooks will not be accepted for submitted work**
- Pencil, red pen, highlighter, black or blue pen, eraser

## COURSE WEBSITE

### Microsoft Teams

Homework and some resources will be posted on our class's Microsoft Team. Classroom notes and documents are generally not posted; please come to my room or contact me if you need a document. Students are encouraged to contact the teacher via Team's messaging function.

## 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.

## **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.**

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.

## **TUTORIAL**

Tutorial time is available between in room 505 from 8:30 to 9:09 am. Feel free to come in to get help, to ask questions, to catch up, or simply to work independently in a quiet space.

- When students miss a class, they are expected to come to the next tutorial to catch up on missed work.

## 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>