



École secondaire  
Windsor  
Secondary School

# ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11

2024-2025

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## CURRICULUM

This course was 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 offer cultural reference points within the French-speaking world.
- The life experience, culture, and current context of the audience influence the interpretation of a text.
- The exploration of texts reveals the depth and complexity of human life.
- The cinematographic and literary works of a society reflect its principles and values.
- Linguistic and cultural identities are shaped by what we hear, see, read, and write.

Students will have the opportunity to meet the learning outcomes through the following units:

UNIT 1: LE COURT-MÉTRAGE

UNIT 2 : ANALYSE COMPARATIVE : LA TROMPERIE

UNIT 3: FRANCOPHONIE EN POÉSIE

UNIT 4 : ROMAN *LE TEMPS DES MIRACLES*

## 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	95
A-	90
B+	85
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

**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

**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

## COURSE WEBSITE

### Microsoft Teams

Homework will be posted on our class's Microsoft Team. Students are encouraged to contact the teacher via Team's messaging function.

## USE OF FRENCH

Since this is a senior French Immersion Language Arts course, instruction will be given in French. Similarly, students are expected to communicate **exclusively** in French in class.

- ⇒ **In grade 11, students are expected to do more than to get the message across; they are expected to demonstrate grammatical accuracy, to structure their ideas clearly, to develop their reasoning fully, and to monitor their own use of language.**

In addition, **some level of memorisation and practice is essential for students to move their linguistic skills forward** – may it be memorising vocabulary, verb conjugations, expressions, and literary devices. Students are expected to demonstrate their learning of new vocabulary, language, grammar and expressions.

## REQUIRED MATERIAL

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

## 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 8:30 and 9:9 am in room 505.

## GRANDES IDÉES

Les **variations langagières** offrent des **repères culturels** au sein de la **diversité francophone**.

Le vécu, la culture et le **contexte** actuel du destinataire influencent l'interprétation d'un **texte**.

L'exploration des textes révèle la profondeur et la complexité de la vie humaine.

Les œuvres cinématographiques et littéraires reflètent les principes et les valeurs d'une société.

L'identité linguistique et culturelle est façonnée par ce qu'on entend, voit, lit et écrit.

## 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>Utiliser ses connaissances langagières et culturelles dans le but de réfléchir sur son <b>identité</b> et son rôle dans la francophonie</li> <li><b>Saisir</b> l'influence et l'importance des <b>contextes sociaux, historiques et culturels</b> sur la façon de <b>traiter</b> les <b>textes</b></li> <li><b>S'impliquer avec des personnes ou avoir des expériences de vie au sein du monde francophone</b></li> <li>Examiner les divers points de vue dans les cultures francophones et celles des peuples autochtones</li> <li>Examiner les <b>rôles du récit et de la tradition orale</b> dans des cultures francophones et celles des peuples autochtones</li> <li><b>Interpréter</b> les effets du son, de la musique et des images dans des œuvres cinématographiques pour en dégager les messages implicites et explicites</li> <li>Comparer ses propres valeurs et son point de vue à ceux qui sont exprimés dans un texte afin de remettre en question son opinion</li> <li>Identifier et explorer la <b>problématique</b> d'un texte</li> <li>Reconnaître le type et l'<b>intention</b> des textes</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 prise de parole</li> <li>les <b>formules de politesse</b></li> <li>le <b>verbal</b> and le <b>non-verbal</b></li> </ul> </li> <li>Éléments sociaux, historiques et culturels <ul style="list-style-type: none"> <li>les <b>protocoles liés à l'utilisation des récits des peuples autochtones</b></li> </ul> </li> <li>Outils littéraires <ul style="list-style-type: none"> <li>les <b>figures de style</b></li> <li>le <b>champ lexical</b></li> <li>les <b>expressions</b></li> <li>les <b>techniques cinématographiques</b></li> </ul> </li> <li>Organisation textuelle <ul style="list-style-type: none"> <li>organisation textuelle des <b>textes à l'étude</b></li> </ul> </li> </ul>

Normes d'apprentissage (suite)

Compétences disciplinaires	Contenu
<ul style="list-style-type: none"> <li>• <b>Développer un esprit critique</b>, clair et cohérent face aux textes à l'étude</li> <li>• Évaluer l'acquisition des nouvelles connaissances par rapport à un texte</li> <li>• Analyser le rôle du personnage dans un texte</li> </ul> <p><b>Créer et communiquer</b></p> <ul style="list-style-type: none"> <li>• Communiquer en utilisant une variété d'expressions et de <b>formats de présentation</b> selon le contexte</li> <li>• <b>Paraphraser</b> les idées et les informations recueillies dans un texte</li> <li>• <b>Étayer</b> son message en s'appuyant sur des <b>procédés</b> provenant de diverses sources</li> <li>• Adopter divers <b>styles d'écriture</b> dans ses productions afin d'enrichir son texte et de créer l'effet désiré</li> <li>• Appliquer des stratégies appropriées dans une variété de contextes afin de comprendre et de produire un texte</li> <li>• Utiliser les <b>processus d'écriture</b> et de conception pour planifier, développer et créer des interactions et des textes pour une variété d'objectifs et de publics</li> </ul>	<ul style="list-style-type: none"> <li>• Outils langagiers               <ul style="list-style-type: none"> <li>– la structure de la <b>phrase impersonnelle</b></li> <li>– les <b>modes et temps verbaux</b></li> </ul> </li> <li>• <b>Stratégies de révision</b></li> <li>• Outils d'enrichissement               <ul style="list-style-type: none"> <li>– la <b>précision</b></li> </ul> </li> </ul>