ÉCOLE SECONDAIRE
WINDSOR
SECONDARY SCHOOL

COURSE OUTLINE: French 10

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GOALS AND RATIONALE

Rationale

Acquiring a new language opens the door to a world of new experiences. As they study a new language, students develop an understanding and appreciation of other people, cultures, beliefs, and ways of life, while also developing a deeper understanding of their own culture and personal identity. They learn new ways to think, learn, and communicate with others, and gain a new perspective on their experiences and the world around them.

The study of French rewards learners with these and other benefits. As one of Canada's two official languages, French is a vital part of the Canadian identity. Being able to communicate in both official languages opens the door to unique educational, travel, and career opportunities throughout Canada and the world. French is spoken by over 270 million people worldwide and is an official language of 29 countries. Learners who are proficient in French are able to explore and deepen their understanding of the richness and diversity of *la francophonie,* the global French-speaking community.

Acquiring French deepens learners' understanding of the important relationship between language and culture and allows students to transcend cultural boundaries and biases. As globalization increases, it is important that learners become aware that they are a part of a rich cultural and linguistic diversity. Developing linguistic and intercultural competencies increases students' ability to understand and communicate effectively with people from around the world.

As learners gain proficiency in French, they develop many competencies essential to their continued success in life, including critical thinking, creative thinking, and communication skills. For example, learning an additional language is known to enhance students' learning and literacy in their first language, as well as contributing to their overall cognitive development. As they learn to communicate clearly and effectively in French, students gain transferable skills and processes that contribute to their proficiency as communicators in English.

Goals

The BC Core French curriculum aims to support students' development as educated citizens through the achievement of the following goals. Students are expected to

- *use French as a form of self-expression*

- *communicate with purpose and confidence in French*

- *explore a variety of French-language texts from around* la francophonie

- *appreciate the interconnectedness of language and culture*

- *expand their understanding and appreciation of other cultures*

- *deepen their understanding of their first language and of their own cultural identity*

- *understand the educational, travel, and career opportunities that learning an additional language offers*

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of French.	Expressing ourselves and engaging in conversation in French involves courage, risk taking, and perseverance.	Acquiring a new language can shape our perspective and identity.	**Cultural expression** can take many different forms.	Acquiring French allows us to interact with the Francophone world.	Acquiring French allows us to explore diverse **opportunities**.

LEARNING STANDARDS

CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

Thinking and communicating

- Explore and derive meaning from a variety of texts
- Use a range of strategies to support communication
- Seek clarification of meaning
- Make word choices to convey meaning
- Engage in conversations about familiar topics
- 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
- Recognize 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 lives and contributions of Francophone Canadians
- Explore the importance of story in personal, family, and community identity.
- Engage in experiences with Francophone communities and people

CONTENT

Students are expected to know the following:

- commonly used vocabulary and sentence structures for communication in past, present, and future time frames:
- various types of questions
- sequences of events
- degrees of likes and dislikes
- hopes, dreams, desires, and ambitions
- opinions about familiar topics
- elements of a variety of types of texts
- common elements of stories
- idiomatic expressions from across *la francophonie*
- lives of Francophone Canadians and their contributions to society
- ethics of cultural appropriation and plagiarism

CORE COMPETENCIES:

COMMUNICATION	CREATIVE THINKING	CRITICAL THINKING	POSITIVE PERSONAL AND CULTURAL IDENTITY	PERSONAL AWARENESS AND RESPONSIBILITY	SOCIAL RESPONSIBILITY
• The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.	• The creative thinking competency involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.	• Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.	• The positive personal and cultural identity competency involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.	• Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.	• Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

FIRST PEOPLE'S PRINCIPLES OF LEARNING:

- **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).**
- **Learning involves recognizing the consequences of one's actions.**
- **Learning involves generational roles and responsibilities.**
- **Learning recognizes the role of indigenous knowledge.**
- **Learning is embedded in memory, history, and story.**
- **Learning involves patience and time.**
- **Learning requires exploration of one's identity.**
- **Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.**

COURSE CONTENT:

Students will have the opportunity to address the **BIG IDEAS** and meet the **LEARNING STANDARDS** by exploring the following **ESSENTIAL QUESTIONS:**

- **?** • What can we learn about our own country by studying other countries?
- **?** • How can we benefit from travelling within our own country?
- **?** • Why is it important to know about the contributions of the members of our country?

PROJECT-BASED learning activities will include the following themes:

Francophone Canadians > **First Nations Canadians** > **careers** > **the Loire Valley**

ASSESSMENT AND EVALUATION:

Formative Assessment

- The goal of **formative assessment** is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately
- Learning activities may include:
  - homework
  - paragraph writing
  - editing
  - partner and group conversations
  - grammar quizzes

Summative Assessment

- The goal of **summative assessment** is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Summative assessments are often *high stakes*, which means that they have a high point value.
- Learning activities may include:
  - projects
  - paragraph writing
  - presentations
  - listening tests
  - reading tests

ASSIGNMENT OF MARKS:

Student grades will be reported **cumulatively** throughout the year. By definition, cumulative means, "growing in quantity, strength, or effect by successive additions or gradual steps."

Formative Assessment 20%

Summative Assessment 80%
- Reading
- Writing
- Listening
- Speaking
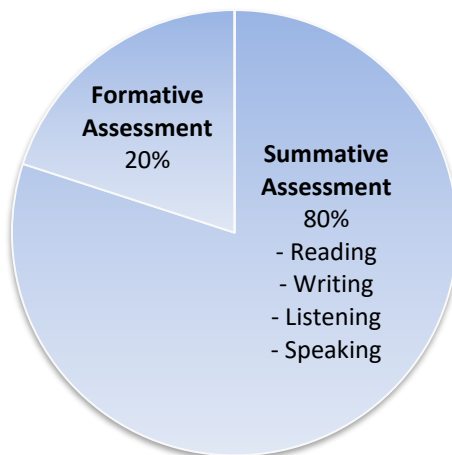
PROJECT-BASED LEARNING:

O **A realistic problem or project**
  O aligns with students' skills and interests
  O requires learning clearly defined content and skills (e.g. using rubrics, or exemplars from teachers and students)

O **Structured group work**
  O groups of three to four students, with diverse skill levels and interdependent roles
  O individual accountability, based on student growth

O **Multi-faceted assessment**
  O multiple opportunities for students to receive feedback and revise their work (e.g., benchmarks, reflective activities)
  O multiple learning outcomes (e.g., problem-solving, content, collaboration)
  O presentations that encourage participation and signal social value (e.g. exhibitions, portfolios, performances, reports)

RESOURCES:

- **Textbook**: C'est à toi! 2 and corresponding CD's, workbook, videos/DVD's, online activities
- Supplementary handouts
- **Teams**: Students will be required to hand work in online through Teams. It will also be an access point for online resources and links, print materials and homework.
- **School district email**: Students will need to check this on a regular basis (every few days).
- www.wordreference.com: To be used as a dictionary for individual words or expressions.
- www.quizlet.com: Can be used to practice concepts taught in class by theme, topic or textbook.
- www.kahoot.com: Will be used in class on cell phones to practice vocabulary, grammar etc.
- www.duolingo.com: Students will have weekly assignments from this site.

Technology

Throughout the school year students will be using technology for class work and projects. Below are my guidelines for acceptable of use of technology in my classroom.

✅	🚫
• Word Reference	• Texting
• Calendar: Keep track of homework, assignments	• Social media: Instagram, Twitter, Snapchat, Tik Tok etc.
• Research	• Photos of other students, teacher, or the classroom
• Kahoot	
• Quizlet	
• Duolingo	

Communication

Communication is a key component of a successful school experience. Outside of class time, MS Teams will be our primary method of communication. If a student misses a class they should look at the Teams channel for that week in the Files tab and review the power point used in class that day. I will expect to see you in tutorial the day you return to school to ask questions or get help with concepts covered while you were absent. If there was a quiz or test while you were absent, you will be expected to complete that quiz or test the day you return to school during tutorial time. If you have questions, need help with an assignment, or need to communicate something to me outside of class time, please feel free to use the Chat function in Teams. I will respond to messages until 7:00 pm.

Plagiarism and Cheating in the Second Language Classroom

Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda books. In addition, students are expected to abide by the following guidelines as they specifically pertain to the Modern Languages Department:

- Online translating programs should be used as dictionaries, for individual words or phrases, **NOT SENTENCES OR PARAGRAPHS.**
- Work previously corrected or enhanced by a tutor (or someone with a higher knowledge of the language than the student, such as French Immersion students), may not be handed in as your own work.
- 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. Rough copies and other work may also be requested in order to corroborate the authenticity of the student's work.