
**Vincent Massey High School
French 10G
Course Outline
2008-Semester 1**

This Fre10G course outline provides an overview of the course content and evaluation requirements for a regular programming as per Brandon School Division' Student Assessment Policy and Vincent Massey High School requirements.

Course Title: French 10G

School Year and Semester: 2008 – Semester 1

Teacher: Mr. David Bebbington

Course Description: Put simply, this course is designed to continue to facilitate the student's ability to communicate in French. Following a thorough review of previous years, students will progress through six (6) different thematic units, each ending with a communicative task that incorporates the unit objectives, language structures and vocabulary.

General Learning Outcomes:

	1 Outcomes: Oral Comprehension
	1.1 Listen to a wide range of oral texts (structured and spontaneous) in order to complete authentic tasks.
	1.2 Listen to a variety of creative and/or media works and respond to them through various means.
	1.3 Understand the sound-symbol system, vocabulary and word order appropriate to simple oral texts in the past, present, and immediate future tenses.
	1.4 Comprehend and respond to simple questions and statements related to the fields of experience.
	1.5 Comprehend the main ideas and supporting details of creative and/or media works and respond to them through various means.
	1.6 Demonstrate understanding of presentations, oral reports and discussions on concrete topics.
	1.7 Participate in guided discussions and role-playing situations.
	1.8 Use comprehension strategies to facilitate the understanding of oral texts.
	2 Outcomes: Oral Production
	2.1 Use newly acquired vocabulary accurately in short dialogues, presentations, discussions, and conversations.
	2.2 Express, with support, needs, desires, emotions, opinions, preferences, and ideas.
	2.3 Express personal preferences or reactions to written texts.
	2.4 Describe everyday activities or procedures.
	2.5 Respond to creative and/or media works through various means.
	2.6 Request or provide specific information and/or assistance related to needs, interests and activities.
	2.7 Give simple commands, directions, advice, suggestions, invitations and compliments.
	2.8 Use the present, past and immediate future tenses to describe experiences and events in a prepared and sometimes spontaneous fashion.
	2.9 Discuss and ask questions about information from oral, visual, and written texts in guided situations.
	2.10 Interact effectively in a variety of prepared and sometimes spontaneous situations.
	2.11 Use the sound-symbol system, vocabulary and word order appropriate to simple oral texts in the past and present tenses.
	2.12 Use appropriate language conventions and common language patterns to ask and answer

	questions, give directions, advice and simple commands, and express needs, desires, goals and preferences.
	2.13 Use production strategies to facilitate the communication of an oral message.
	2.14 Participate in everyday activities conducted in French.
	3 Outcomes: Reading
	3.1 Read a variety of texts for information and personal enjoyment and convey understanding through various means.
	3.2 Understand the sound-symbol system, vocabulary and word order appropriate to simple written texts in the past, present, and immediate future tenses.
	3.3 Understand simple written commands, directions, advice, suggestions, invitations and compliments.
	3.4 Demonstrate understanding of main ideas and specific details about concrete topics.
	3.5 Express personal preferences or reactions to written texts.
	3.6 Use specific research skills to accomplish a variety of tasks.
	3.7 Retrieve, process, and adapt information from French language resources to complete authentic tasks.
	3.8 Understand and analyze texts by predicting outcomes and inferring meaning in order to go beyond the surface message.
	3.9 Use comprehension and language strategies to facilitate the understanding of written texts.
	4 Outcomes: Writing
	4.1 Transcribe oral communications into written form.
	4.2 Write in a variety of simple forms following and making adaptations to a model.
	4.3 Organize ideas and/or opinions based on a communicative task, in a mostly prepared but sometimes spontaneous fashion.
	4.4 Take notes on information from various sources to create short written texts in structured and sometimes spontaneous situations.
	4.5 Express personal preferences or reactions to written texts.
	4.6 Use appropriate language conventions and common language patterns to ask and answer questions, give directions, advice and simple commands, and express needs, desires, goals and preferences.
	4.7 Use the sound-symbol system, vocabulary and word order appropriate to simple written texts in the past, present, and immediate future tenses.
	4.8 Use features of media texts to produce a simple media text with audio and/or visual support.
	4.9 Use collaborative techniques to plan, organize information and ideas, compose, edit and evaluate texts.
	4.10 Use production strategies to facilitate the communication of a written message.
	5 Outcomes: Understanding Cultural Influences
	5.1 Identify countries and regions where the French language is spoken.
	5.2 Identify customs and characteristics of Francophone cultures.
	5.3 Demonstrate awareness of the cultural characteristics of the French language and appropriate body language by using previously acquired sociolinguistic conventions.
	5.4 Recognize the importance of bilingualism in our society.
	5.5 Reflect upon the way of life of Francophone individuals or groups as a means of developing an awareness of and appreciation for these cultures.
	5.6 Identify and compare language, expressions, and behaviours that suit cultural context.
	5.7 Discuss and respond to authentic creative works from the Francophone world.
	5.8 Describe ways in which the French language has influenced other languages.
	5.9 Explain the contributions of Francophone individuals to Canada and the world.
	5.10 Compare and contrast their own family, school and community customs and behavioural patterns with those of Francophone cultures.

	6 Outcomes: Language Learning Strategies
	6.1 Continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message, for example:
	<ul style="list-style-type: none"> Recognize the sound-symbol system, all letters of printed French, French punctuation and diacritical marks.
	<ul style="list-style-type: none"> Create mental images and use mnemonic devices.
	<ul style="list-style-type: none"> Take down notes to summarize, compare and contrast, and report information.
	<ul style="list-style-type: none"> Guess the meaning of unknown words or expressions.
	<ul style="list-style-type: none"> Identify cognates and word families.
	<ul style="list-style-type: none"> Use the context to anticipate information or the meaning of unfamiliar words and/or idiomatic expressions.
	<ul style="list-style-type: none"> Activate prior knowledge and experiences in order to establish connections with the information heard or read.
	<ul style="list-style-type: none"> Activate first language listening and reading skills.
	<ul style="list-style-type: none"> Use contextual clues including gestures and body language.
	<ul style="list-style-type: none"> Use repetition (e.g. listen to again, and read again, a part of a text that was causing difficulty).
	<ul style="list-style-type: none"> Interpret or guess the meaning of unfamiliar words and expressions by using the prefix, suffix, radical, root, cognates, word families, metaphors, and context.
	<ul style="list-style-type: none"> Predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals.
	<ul style="list-style-type: none"> Skim oral, visual, and written texts, and use various features (e.g. title and subtitles, illustrations and legends, layout and visual presentation) to determine the topic and the main categories of ideas, and the audience.
	<ul style="list-style-type: none"> Use linking words (cohesive elements) to establish the relationship between ideas.
	<ul style="list-style-type: none"> Use time clues to determine if the message is being expressed in the past, present or future.
	<ul style="list-style-type: none"> Use French language reference materials to verify meaning or find unknown words and expressions.
	6.2 Continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message, for example:
	<ul style="list-style-type: none"> Use the sound-symbol system, all letters of printed French, French punctuation and diacritical marks.
	<ul style="list-style-type: none"> Identify language patterns or features, such as verb endings or gender.
	<ul style="list-style-type: none"> Combine new learning with previous learning (e.g., knowledge of the conjugation of the verb “avoir” and adding “avoir” expressions to the language repertoire).
	<ul style="list-style-type: none"> Practise and/or repeat a word, an expression, a pattern, a presentation etc.
	<ul style="list-style-type: none"> Create simple, personal reference materials (e.g. vocabulary lists, grammar notes, etc.).
	<ul style="list-style-type: none"> Prepare and edit drafts for messages.
	<ul style="list-style-type: none"> Compare conventions of the English language (e.g., word order, verb tenses, gender) with parallel conventions in the French language.
	<ul style="list-style-type: none"> Use circumlocutions to sustain a communication.
	<ul style="list-style-type: none"> Use specialized French language references, such as verb conjugation books, grammar references, etc., to verify meaning, facilitate comprehension, sustain communication and interact effectively.
	<ul style="list-style-type: none"> Identify the communicative intent of the message (e.g., to inform, to entertain, to persuade, etc.) and vocabulary and grammatical elements needed to create that message.
	<ul style="list-style-type: none"> Use cue cards to note key ideas, along with outline, word web, point form notes, etc., to organize thoughts and to plan what is to be said or written.
	<ul style="list-style-type: none"> Model content, structural elements and ways of expressing ideas from oral and written texts.
	6.3 Use socio-affective strategies to develop a positive attitude towards the understanding and use of the French language, for example:

	<ul style="list-style-type: none"> • Tolerate ambiguity (accept that it is not necessary to understand every word in order to glean meaning).
	<ul style="list-style-type: none"> • Seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.
	<ul style="list-style-type: none"> • Accept errors as a natural part of learning.
	<ul style="list-style-type: none"> • Use self-talk to build confidence in listening, reading, and oral and written production skills.
	<ul style="list-style-type: none"> • Use collaborative techniques (e.g. brainstorming, sharing ideas, exploring technology, peer-editing, self-evaluation, reflection, mapping) to plan and prepare productions.
	<ul style="list-style-type: none"> • Take the risk to listen to or read more difficult and lengthy texts.
	<ul style="list-style-type: none"> • Take the risk to produce more elaborate oral or written messages.
	<ul style="list-style-type: none"> • Take the risk to ask questions, in French, to clarify or verify a message or to ask for information, assistance or advice.
	<ul style="list-style-type: none"> • Take the risk to listen to authentic documents (e.g., radio and television shows, etc.) or read authentic documents (e.g., newspaper articles, travel brochures, etc.).
	<ul style="list-style-type: none"> • Use information and communication technologies outside the classroom setting to gain access to the French language.
	<ul style="list-style-type: none"> • React positively to feedback and implement appropriate changes to a production.
	<ul style="list-style-type: none"> • Use French to praise and evaluate peers, and provide constructive feedback.
	6.4 Continue to develop and use meta-cognitive strategies to reflect on the learning process, for example:
	<ul style="list-style-type: none"> • Focus attention on the task.
	<ul style="list-style-type: none"> • Prepare for the task (e.g. develop a learning plan, organize materials, go over the instructions, read through the checklist).
	<ul style="list-style-type: none"> • Use checklists, written in English or in French to verify work.
	<ul style="list-style-type: none"> • Reflect on what has been learned and articulate it in French.
	<ul style="list-style-type: none"> • Revise, edit, and proofread writing focusing on grammar, spelling, punctuation, and conventions of style.
	<ul style="list-style-type: none"> • Identify strategies that can be, or were used, to facilitate comprehension or production of a text.
	<ul style="list-style-type: none"> • Use previously acquired language learning strategies to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication.
	<ul style="list-style-type: none"> • Apply knowledge of which strategies are effective in creating and editing texts to improve the quality of the production and use a series of editing strategies.
	<ul style="list-style-type: none"> • Reflect upon the content of the text.
	<ul style="list-style-type: none"> • Verify hypotheses made about the content of the text.
	<ul style="list-style-type: none"> • Refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production.
	<ul style="list-style-type: none"> • Monitor an oral production and use self-correction when necessary.

Course Evaluation Structure:

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| • Classwork | 50% |
| • Bell-ringers (Quizimodos) | 10% |
| • Unit projects | 20% |
| • Final project | 10% |
| • Self-evaluations of effort | 10% |

Course Final Standing

The final mark for term work, within the respective categories, (tests, assignments, presentations, and projects) will be cumulative.