

Public and Catholic District School Board Writing Partnerships

Course Profile Extended French

Grade 11
University Preparation
FEF3U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview

Extended French, Grade 11, University Preparation, FEF3U

Policy Document: *The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000*

Course Description

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000, p. 26.*)

How This Course Supports the Ontario Catholic School Graduate Expectations

As a Catholic faith community, we acknowledge and affirm the uniqueness of each person and the diversity of cultures. The study of French is a step towards becoming an effective communicator in both of Canada's official languages, improving the students' understanding of self and society. This study promotes individual growth, responsible citizenship and respect for the Catholic teachings of peace, justice, solidarity, and compassion.

Course Notes

When planning and implementing this course, teachers should take into consideration activities and approaches that prepare students and develop necessary skills for post-secondary education. Please note that activities and strategies used throughout the units of this course are designed to enable the student to meet the Ministry standards and expectations for FEF 3U. Care has been taken to cluster the expectations to create meaningful and relevant activities. The mastery of these expectations will be demonstrated by students' successful completion of the culminating tasks.

Units: Title and Time

Unit 1	L'information...une ouverture sur le monde	22 hours
* Unit 2	Contes et légendes	22 hours
* Unit 3	Le cinéma, quelle aventure!	22 hours
Unit 4	Le Canada en essor	22 hours
Unit 5	Un temps...deux mouvements	22 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: L'information...une ouverture sur le monde

Time: 22 hours

Unit Description

This unit raises students' awareness of the various means of finding information and its impact on their lives. Through the various activities in the three strands, the student learns to assess and analyse information with discrimination and in light of gospel values, pointing out ways it affects the quality of life. Three major themes are developed: *Les sources d'information*, *Des points de vue différents* and *Choix et décisions*. Students review previously taught language structures, and learn the formation and use of the *futur simple* and the *futur antérieur*, after conjunctions of time. The culminating task, *Deux reportages*, is the oral and written production of two news reports on one chosen topic: one, oral, to be presented in a neutral, objective manner; the second, in written form, to reflect a specific point of view. In both assignments, students must point out the influence that each article has had on his/her opinion regarding the subject and must present information and ideas honestly and with sensitivity to others.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.01, .03; REV.01, .04; WRV.03, .04; OC1.03; OC2.03; OC3.01, .03; RE2.01, .03; OCSGE 2a, 2c, 2d, 2e	Application, Communication	<i>Thème 1 : C'est quoi l'information?</i>
2	OCV.01, .02, .03; REV.01, .04; WRV.02, .03, .04; OC1.03; OC2.03, .04; OC3.01, .02, .03, .05; RE1.01, .03; RE2.01, .03; WR2.01, .02, .04; OCSGE 2b, 2d	Knowledge/ Understanding, Communication	<i>Où trouver l'information?</i>
3	OCV.02, .03; REV.02, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03; OC3.01, .02, .03, .05; RE1.01; RE2.01, .03; WR2.01, .02, .04; OCSGE 2d, 3c, 3d	Thinking/Inquiry, Communication	<i>Thème 2 : Une nouvelle - plusieurs points de vue</i>
4	OCV.01, .03; REV.01, .04; WRV.03, .04; OC2.03; OC3.01, .02, .03, .05; RE1.01, .03; RE2.01, .03; WR2.01, .02, .03, .04; OCSGE 2d, 3f	Knowledge/ Understanding, Application	<i>J'organise une banque d'information</i>
5	OCV.01, .02, .03; REV.01, .02, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03; OC3.01, .02, .03, .05; RE1.01, .04; RE2.01, .03; WR1.01, .06; WR2.01, .02, .04; OCSGE 2d, 5a, 5b	Thinking/Inquiry, Communication, Application	<i>Thème 3 : Je lis, j'entends... je décide</i>
6	OCV.01, .02, .03; REV.01, .02, .04; WRV.01, .02, .03, .04; OC1.01, .03; OC2.01, .02, .03; OC3.01, .02, .03, .05; RE1.01, .03, .04; RE2.01, .03; WR1.01, .06; WR2.01, .02, .03, .04; OCSGE 2d, 7e, 7g	Thinking/Inquiry, Communication, Application	<i>Culminating Task : Deux reportages</i>

Unit 2: Contes et légendes

Time: 22 hours

Unit Description

Students read and listen to a number of French-Canadian tales and legends. Through the various activities in the three strands, students learn about cultural and historical aspects of Canadian francophone communities. Two major themes are developed: *Raconte-nous* and *C'est légendaire!* Students learn the formation and the use of the *participe présent*, the use of disjunctive pronouns, and the recognition of the *passé simple*. In the culminating task, *La foire aux contes et légendes*, each student reads at least two works from the legends created and exhibited by his/her classmates and writes a letter to the author of one of them, stating his/her opinions and comments. Throughout the unit, Catholic values of respect and sensitivity to others will be stressed. Moreover, an understanding of the way *contes* and *légendes* incorporate morals and teachings as well as their impact on the audience, then and now, will be highlighted in the various activities.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.01; REV.03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE2.01, .03; OCSGE 2a, 2b, 2c, 5a	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Thème 1 :</i> <i>Les conteurs d'hier et d'aujourd'hui</i>
2	OCV.03; REV.01, .03, .04; WRV.01, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE1.02; RE2.01, .03; WR1.06; WR2.04; OCSGE 2a, 2b, 3c	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Les contes et leurs caractéristiques</i>
3	OCV.01, .03; REV.01, .03, .04; OC2.02, .03; OC3.01, .02, .04, .05; OCSGE 2c, 2d, 3b, 5a	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>À ton tour</i>
4	OCV.03; REV.01, .03, .04; WRV.01, .03, .04; OC2.03; OC3.01, .02, .04, .05; RE1.02; RE2.01, .02, .03; OCSGE 2b, 2d, 3b, 5a, 7f	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Thème 2 :</i> <i>Découvrons la légende</i>
5	OCV.03; REV.02, .03, .04; WRV.01, .02, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE2.03; WR1.06; WR2.01, .02, .04; OCSGE 2d, 4f, 6c	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Créons notre légende</i>
6	OCV.03; REV.01, .02, .04; WRV.01, .02, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE2.03; WR1.04; WR2.01, .02, .04; OCSGE 3b, 5b	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Culminating Task :</i> <i>La foire aux contes et légendes</i>

Unit 3: Le cinéma, quelle aventure!

Time: 22 hours

Unit Description

Students discover, through research and viewing, the world of film in Canada and elsewhere. Through the various activities in the three strands, students discover the important figures in the history of cinema, and become familiar with the technical and creative vocabulary of cinematography. Three major themes are developed: *Les gens du cinéma*, *Le film, toute une histoire!* and *Et si on allait au ciné?* Students learn interrogative and relative pronouns, such as *lequel*. In the culminating task, *Selon moi*, students analyse and critique a French-Canadian film.

As in other units, students continue to explore Canadian authors and themes, analyse and compare, make choices, and form and articulate their personal point of view.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.01, .02, .03; REV.01, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.03; WR1.06; WR2.01, .02, .04	Knowledge/ Understanding, Communication	<i>Thème 1 :</i> <i>Les gens du cinéma</i> <i>Les métiers du cinéma</i>
2	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.03; WR1.04, .06; WR2.01, .02, .04	Knowledge/ Understanding, Communication, Application	<i>Les 'stars'</i>
3	OCV.01, .02, .03; REV.01, .03, .04; WRV.03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE1.03; RE2.01, .03; WR1.01, .06; WR2.01, .02, .04;	Knowledge/ Understanding, Communication, Application	<i>Thème 2 :</i> <i>Le film, toute une histoire</i> <i>Il y a longtemps que je t'aime...</i>
4	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.01, .03; WR1.03, .06; WR2.01, .02, .04	Application	<i>Ailleurs et ici!</i>
5	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03; OC3.01, .02, .03, .04, .05; RE1.04, .05; RE2.01, .03; WR1.06; WR2.01, .02, .04	Thinking/Inquiry, Application	<i>Thème 3 :</i> <i>Et si on allait au ciné</i> <i>Regardons et analysons</i>
6	OCV.01; WRV.01, .02, .03, .04; OC1.01; OC2.01; OC3.01; WR1.02, .05, .06; WR2.01, .02, .03, .04	Thinking/Inquiry, Communication, Application	<i>Culminating Task: Selon moi</i>

Unit 4: Le Canada en essor

Time: 22 hours

Unit Description

Students study various media works, conduct panel discussions, write letters and research volunteerism in their own communities in order to define the strengths of Canada and its role in the world in promoting social responsibility, social justice, and respect for life. Through various activities in the three strands, the students take stock of Canada's accomplishments and formulate a personal vision of a future Canada, enhancing the development of a just and compassionate society. Three major themes are developed: *Le Canada dans le monde*, *On est bien chez nous!* and *Mon Canada dans 100 ans...une présentation multimédia*. Students learn the formation of the *plus-que-parfait* and the *conditionnel passé* of *-er*, *-ir*, *-re* and irregular verbs, as well as the sequence of tenses with *si*. The *subjonctif présent*, after expressions of emotion, doubt, wish, order, and permission, is introduced. The culminating task is a multimedia presentation entitled *Mon Canada dans 100 ans*.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.01, .02, .03; REV.01, .02, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03, .05; OC3.01, .02, .03, .05; RE1.01, .03, .04; RE2.01, .03; WR1.04, .06; WR2.01, .02, .04; OCSGE 2a, 2b, 2c, 2d, 3c	Thinking/Inquiry, Communication	<i>Thème 1 : Au sein de l'Organisation des Nations Unies</i>
2	OCV.01, .02, .03; REV.01, .02, .04; WRV.01, .02, .03, .04; OC1.02; OC2.01, .03, .05; OC3.01, .02, .03, .05; RE1.01, .03, .04; RE2.01, .03; WR1.04, .06; WR2.01, .02, .04; OCSGE 1d, 2a, 2b, 2c, 2d, 3c, 5c	Thinking/Inquiry, Communication	<i>À l'aide des autres</i>
3	OCV.01, .02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03, .05; OC3.01, .02, .03, .05; RE1.04; RE2.01, .03; WR1.04, .06; WR2.01, .04; OCSGE 2a, 2b, 2c, 2d, 3e	Communication, Application	<i>Thème 2 : Nos richesses et nos forces</i>
4	OCV.01, .02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC1.02; OC2.02, .03, .04; OC3.01, .02, .03, .05; RE1.03, .06; WR2.02, .04; OCSGE 1e, 2a, 2b, 2c, 2d, 3e, 5c, 5g	Knowledge/ Understanding, Communication, Application	<i>Donnons un coup de main!</i>
5	OCV.01, .02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC1.01, .02, .03; OC3.01, .02, .03, .05; RE1.06, .03; WR1.03, .06; WR2.01, .02, .04; OCSGE 2a, 2b, 2c, 2d, 3f, 4f	Thinking/Inquiry, Communication	<i>Culminating Task : Mon Canada dans 100 ans</i>

Unit 5: Un temps...deux mouvements

Time: 22 hours

Unit Description

This unit leads to the final culminating task of the course. Students learn to compare in depth two or more works of fiction (novels and/or short stories) by Canadian francophone authors, dealing with the same theme. Student activities evolve from teacher-directed study to group work and ultimately to an individual performance which demonstrates mastery in reading, writing, and oral communication. Students revisit language structures learned throughout the course, with a specific emphasis on the *subjonctif présent*. As a final culminating task, students read a selection of their choice and write a thoughtful, in-depth comparison (500-1000 words) with one of the reading selections they studied earlier in this unit. Finally, they present, orally, a clear summary of their points of comparison, the observations they made and justify them with examples from their readings.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.02, .03; REV.01, .02, .03, .04; WRV.02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE1.01, .02, .04, .05; RE2.01, .02, .03; WR2.01, .02, .04; OCSGE 5b, 5c	Thinking/Inquiry, Communication	<i>Travaillons avec notre prof</i>
2	OCV.02, .03; REV.01, .02, .03, .04; WRV.02, .03, .04; OC1.01, .02; OC2.01, .03; OC3.01, .02, .03, .05; RE1.01, .02, .04, .05; RE2.01, .02, .03; WR1.06; WR2.01, .02, .04; OCSGE 5a, 5d, 5e, 5f, 5g	Thinking/Inquiry, Communication	<i>Travaillons ensemble</i>
3	OCV.02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC1.01, .02; OC2.01, .03; OC3.01, .02, .03, .05; RE1.01, .02, .04, .05; RE2.01, .02, .03; WR1.05, .06; WR2.01, .02, .03, .04; OCSGE 5f, 5g	Knowledge/ Understanding, Thinking/Inquiry, Communication, Application	<i>Je travaille seul(e)</i>

Teaching/Learning Strategies and Accommodations

The use of the writing folder for the purpose of summative assessment by the teacher is encouraged. Some teachers may choose to include regular journal entries as a means of reinforcement of sentence and language structures.

Teaching/Learning Strategies	Accommodations
<p>Instructional strategies include the following:</p> <p>Teacher:</p> <ul style="list-style-type: none">• Cooperative learning activities• Formal and informal presentation of notions and concepts• Brainstorming <p>Students:</p> <ul style="list-style-type: none">• Answering questionnaires• Applying the writing process• Developing and discussing a thesis• Expressing opinions• Following instructions• Giving oral presentations on specific topics• Interviews• Extracting information from verbal cues and various media• Reading authentic texts• Researching from a variety of sources• Preparing presentation materials• Communicating with experts in a field/topic• Working individually and in groups• Reading and writing in a variety of genres• Role playing• Panel discussion	<p>Accommodation strategies include the following:</p> <ul style="list-style-type: none">• Allowing more time;• Highlighting or summarize major points;• Allowing point-form notes instead of sentences and paragraphs;• Substituting presentation in visual or oral format instead of written;• Assigning peer helpers;• Allowing student to present to teacher only;• Providing a pre-test;• Giving students more leeway for lateral thinking, wherever possible; <ul style="list-style-type: none">• Adjusting expectations for exceptional students according to students' IEPs;• Providing special materials and resources, e.g., Exemplars, modeling, taped texts, etc.;• Planning a different/supplementary activity so as to meet the individual needs of a student for enrichment or otherwise.

Assessment & Evaluation of Student Achievement

Diagnostic, formative, and summative assessment strategies provide students with opportunities to demonstrate the full range of their learning in the three strands. Methods, strategies, and tools allow teachers and students to collect information on the students' level of achievement of expectations in the four categories. The following is a suggested outline of methods, strategies, and tools used in the assessment, evaluation, and reporting process. It is understood that practices will vary from classroom to classroom. It is important to maintain a balance and a variety of teaching and learning strategies that are appropriate to the subject in general and to the content of each unit. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade.

Assessment Strategies	On-going Assessment and Evaluation 70%	Final Evaluation 30%
<p>Performance assessment strategies</p> <ul style="list-style-type: none"> • Tests and quizzes • Composition and essay • Research project • Conferencing • Writing folder • Brainstorming activities • Creation and presentation of product • Summary of reading • Comments and opinions on read and/or discussed issues • Letter writing <p>assessment tools</p> <ul style="list-style-type: none"> • Anecdotal comments • Correction codes • Informal/formal observation • Rubric • Marking scheme • Rating scale • Checklist • Tracking sheets 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Tests • Quizzes • Presentations • Discussions • Reading Comprehension <p>Thinking/Inquiry</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments • Expressing opinions • Comments <p>Communication</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments • Summaries <p>Application</p> <ul style="list-style-type: none"> • Presentations • Projects • Assignments 	<p>Formal Examination and Culminating Task</p> <p>Suggestions for the development of the final assessment:</p> <ul style="list-style-type: none"> • Oral presentations; debates and discussions, etc. • Formal essay writing • Expressing opinions/ comments on events, social issues etc. • Reading comprehension and analysis

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner. The following resources are suggested to support teaching and learning in all units. Resources which apply to specific units are noted:

Baron, Jean. *La boîte à outils: Manuel de travaux pratiques et de laboratoire*. Toronto: Pearson Education, 1990.

Brouillet, Claire and Andrée Vary. *Contes et légendes du Québec*. Lincolnwood: National Textbook Company, 1998. (Unit 2)

Collet, Paulette and Frank Milani. *Objectifs*. Toronto: Pearson Education, 1988. (Unit 5)

Connolly, Anne-Marie. *Messages et discours*. Montréal: Guérin, 1992. (Unit 2)

David, Michel. *Paroles vivantes*. Montréal: Guérin, 1992. (Unit 3)

Jean, Gladys. *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education, 1996.

Kenney, Morgan, ed. *Découvertes: Anthologie*. Toronto: D.C. Heath, 1983.

Kenney, Morgan, ed. *Rencontres: Anthologie*. Toronto: D.C. Heath, 1983.

Love, Jane et al. *À toute vitesse*. Toronto: Pearson Education, 1982.

Peruzzo, Elver et al. *Destination 4*. Toronto: Pearson Education, 1993.

Pouliot, Muriel. *Textes et contextes 5: Points de vue*. Laval: Mondia, 1986. (Units 3 & 5)

Rousselle, James, ed. *Lire et écrire autrement*. Anjou: CEC, 1999.

St.-Ours, Normand. *L'essentiel grammatical*. Montréal: Guérin, 1993.

L'Express de Toronto. Toronto. (Units 1 and 4)

L'Actualité. Montréal. (Units 1 and 4)

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Agence France-Presse – list of francophone media links - <http://www.wash.afp.com/francais/liens/>

Agent Intelligent - Refine Your Searches in French - <http://www.searchprocess.com/>

Source for francophone media sites - <http://www.nyu.edu/pages/wessfrench/news.htm#META>

Excellent francophone Site for Learning the Internet in French - *Le Signet*

- <http://w3.olf.gouv.qc.ca/banque/>

Glossaire de termes officiels de l'informatique - http://www.celog.fr.silex/tome1/chap_3-1.htm#ss3.1.b

L'Express de Toronto - Excellent aperçu des services, des organisations et des activités francophones couverts par L'Express dans la grande région torontoise et au-delà - <http://www.1express.com/liens.html>

La Presse - <http://lapresse.infinet.net/>

Le Droit - http://www.ledroit.com/encours/01_actualites/accueil_self.stm

List of francophone media links - <http://www.wash.afp.com/francais/liens/>

Office de la Langue Française - <http://www.olf.gouv.qc.ca/>

Radio Canada Francomania - <http://radio-canada.ca/francomania/>

Ressources en direct sur le patrimoine canadien

- http://www.cmcc.muse.digital.ca/membris/biblio/orch/www07c_f.html

Université de Calgary – www.ucalgary.ca/repisit

OSS Considerations

According to OSS policies, students are mandated to complete 40 hours of community service. Students should be encouraged to do at least part of these hours in a French-speaking environment. Moreover, students participating in a cooperative program should be encouraged to seek bilingual placements

Coded Expectations, Extended French, Grade 11, University, FEF3U

Oral Communication

Overall Expectations

- OCV.01 · respond in a variety of ways to a wide range of spoken texts and media works;
- OCV.02 · discuss and debate topics based on class discussions, individual research, and personal interests;
- OCV.03 · use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

- OC1.01 – follow a series of complicated live or recorded instructions (e.g., how to prepare a complete meal);
- OC1.02 – take point-form notes during a classmate’s or a guest’s presentation, and refer to these notes in participating in a question-and-answer discussion about the presentation;
- OC1.03 – summarize and answer questions in response to media works (e.g., videos, radio broadcasts) and explain their points of view.

Speaking

- OC2.01 – express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;
- OC2.02 – give a presentation based on research and respond appropriately to questions from the audience;
- OC2.03 – express themselves clearly and coherently in impromptu discussions on topics under study;
- OC2.04 – prepare and conduct a survey on a topic under study, compile results, and present their findings in a report;
- OC2.05 – participate in a panel discussion by contributing ideas, supporting interpretations and viewpoints, and elaborating on and questioning the ideas of others.

Application of Language Conventions

- OC3.01 – recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
- OC3.02 – use newly acquired vocabulary in conversations, discussions, and presentations;
- OC3.03 – identify and correct anglicisms and errors in their speech;
- OC3.04 – incorporate colloquialisms and idiomatic expressions into their speech;
- OC3.05 – select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

- REV.01 · demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
- REV.02 · interpret a range of texts and apply the knowledge acquired in other contexts;
- REV.03 · extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
- REV.04 · identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

RE1.01 – summarize, orally or in writing, selections from a variety of genres (e.g., short stories, novels, articles, poems);

RE1.02 – read an assigned work of fiction, summarize the plot, and explain and justify a character’s motivation;

RE1.03 – extract specific information from statistical data (e.g., charts, graphs) and present it in an organized way;

RE1.04 – draw a conclusion or form an opinion about an issue after reading several points of view;

RE1.05 – compare two works by the same author or works by different authors dealing with the same theme;

RE1.06 – interpret a text by presenting it in another format (e.g., changing a narrative into a play).

Application of Language Conventions

RE2.01 – recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

RE2.02 – compare and contrast the form and style of two different genres;

RE2.03 – use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

WRV.01 · express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.02 · adjust the language used in their writing to suit the purpose and the audience;

WRV.03 · organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 · use correct grammar and appropriate language conventions in their written work.

Communication of Information and Ideas

WR1.01 – write a magazine article to persuade the audience to accept a certain point of view;

WR1.02 – write a critique of a film or a literary work to present and defend an opinion;

WR1.03 – develop a narrative or a description from a picture or series of pictures;

WR1.04 – write letters in an appropriate style for a variety of purposes (e.g., responding to an advertisement, expressing support for a political movement);

WR1.05 – write an essay (500–1000 words), presenting facts and arguments to support their point of view;

WR1.06 – revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

WR2.01 – recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR2.02 – revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03 – quote sources with appropriate footnotes and compile a bibliography for a written assignment;

WR2.04 – use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Contes et légendes

Time: 22 hours

Unit Description

Students read and listen to a number of French-Canadian tales and legends. Through the various activities in the three strands, students learn about cultural and historical aspects of Canadian francophone communities. Two major themes are developed: *Raconte-nous* and *C'est légendaire!* Students learn the formation and the use of the *participe présent*, the use of disjunctive pronouns, and the recognition of the *passé simple*. In the culminating task, *La foire aux contes et légendes*, each student reads at least two works from the legends created and exhibited by his/her classmates and writes a letter to the author of one of them, stating his/her opinions and comments. Throughout the unit, Catholic values of respect and sensitivity to others will be stressed. Moreover, an understanding of the way *contes* and *légendes* incorporate morals and teachings as well as their impact on the audience, then and now, will be highlighted throughout the activities.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1 <i>Thème 1 : Les conteurs d'hier et d'aujourd'hui</i>	120 min	OCV.01; REV.03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE2.01, .03; OCSGE 2a, b, c, 5a	K/U, T/I, C, A	Discussion Oral summary Oral presentation
2 <i>Les contes et leurs caractéristiques</i>	360 min	OCV.03; REV.01, .03, .04; WRV.01, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE1.02; RE2.01, .03; WR1.06; WR2.04; OCSGE 2a, 2b, 3c	K/U, T/I, C, A	Taking notes Reading Group work Group creation and oral presentation of story
3 <i>À ton tour</i>	180 min	OCV.01, .03; REV.01, .03, .04; OC2.02, .03; OC3.01, .02, .04, .05; OCSGE 2c, 2d, 3b, 5a	K/U, T/I, C, A	Individual creation and presentation of a story (four to five min)
4 <i>Thème 2 : Découvrons la légende</i>	360 min	OCV.03; REV.01, .03, .04; WRV.01, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE1.02; RE2.01, .02, .03; OCSGE 2b, 2d, 3b, 5a, 7f	K/U, T/I, C, A	Brainstorming Reading and comprehension Oral report Group work Listening to presentations and writing comments
5 <i>Créons notre légende</i>	120 min	OCV.03; REV.02, .03, .04; WRV.01, .02, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE2.03; WR1.06; WR2.01, .02, .04; OCSGE 2d, 4f, 6c	K/U, T/I, C, A	Class discussion Writing a legend

6 Culminating Task : <i>La foire aux contes et légendes</i>	180 min	OCV.03; REV.01, .02, .04; WRV.01, .02, .03, .04, OC2.03; OC3.01, .02, .03, .04, .05, RE2.03; WR1.04; WR2.01, .02, .04; OCSGE 3b, 5b	K/U, T/I, C, A	Reading exhibited peer work and writing a letter to author.
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K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Note: If desired, Activity 3 in *Thème 1 (contes)* could be considered as part of the Culminating Task in the evaluation of the final students' achievement. Activity 3 evaluates oral skills, whereas Activity 6, in *Thème 2 (légendes)*, targets reading and writing skills.

Activity 1: Les conteurs d'hier et d'aujourd'hui

Time: 120 minutes

Description

Students will listen to a variety of tales and identify the main elements in the stories they have heard. They find out about the importance of the story-telling tradition in the culture of the French-speaking people in Canada and elsewhere, and discover the new forms this tradition has taken in today's society. They will review the formation of the *passé composé* and its use in narration. Finally, students will present their own version of a known tale, pointing out, where possible, the teachings and morals that are enhanced.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values;
CGE 2b - reads, understands and uses written material effectively;
CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE 5a - works effectively as an interdependent team member.

Overall Expectations

OCV.01 - responds in a variety of ways to a wide range of spoken texts and media work;
REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
REV.04 - identify and understand language conventions used in their reading materials.

Specific Expectations

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;
OC3.01 - recognize and use appropriate language structures;
OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;
OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
OC3.03 - identify and correct anglicisms and errors in their speech;
OC3.04 - incorporate colloquialisms and idiomatic expressions in their speech;
RE2.01 - recognize and use appropriate language structures;
RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Prior Knowledge & Skills

- Extended French Grade 10 expectations

Planning Notes

- The teacher makes a selection of different fairy tales and other traditional tales from various countries, either in print or on tape, to read or present to the class.
- The teacher makes a list of the “tricks of the trade” of a *raconteur* (voice, pauses, music, etc.).
- The teacher prepares a brief review of the formation of the *passé composé*.
- The teacher emphasizes the Catholic values stated in the identified OCSGE expectations.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• reviews the <i>passé composé</i> (Annexe 2.1)• facilitates a brainstorming session to bring out the different ways of telling a story and discuss the different circumstances and techniques of storytelling with emphasis on the social teachings and morals to be derived from the stories as well as the omnipresence of catholicity in the folk traditions of French Canada• introduces the essential elements of a story - plot, theme, characters and setting• reads/presents several short stories and asks students to take notes in order to give an oral summary of the tale• divides students into groups and assigns a different well-known fairy tale to each group. Students will present their own version of the tale• listens to the tales and makes suggestions for improvement	<ul style="list-style-type: none">• list all the examples of storytelling that he/she knows• participate in the discussion on what they know about storytelling• listen to the tales chosen by the teacher and take notes for a short oral summary which they might be asked to tell the class• prepare, with their group a creative oral version of a well-known fairy tale, pointing out the morals and teachings to be derived from it• present the tale to the class with his/her group and invite peers to discuss ways to apply the derived teachings to their lives• take note of teacher’s suggestions and recommendations

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy Activity	Assessment
Formative	Teacher/Student	Observation	Discussion	Thinking/Inquiry, Communication
Formative	Teacher/Student	Teacher’s feedback and suggestions	Oral Presentation	Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Accommodations

- Work in pairs
- Provide special materials and resources
- Adjust expectations for exceptional students
- For enrichment, a group can present an original tale

Resources

Brouillet, Claire and Andrée Vary. *Contes et légendes du Québec*. Lincolnwood: National Textbook Company, 1998.

Carrier, Roch. *Les enfants du bonhomme dans la lune*. “Québec 10 / 10” Stanké, 1983.

David, Michel. *Dis-moi*. Guérin éditeur ltée, 1984.

Ferron, Jacques. *Contes*. Bibliothèque québécoise, 1993.

Leclerc, Félix. *Adagio*. Bibliothèque québécoise, 1994.

Rousselle, James. *Corpus*. Les Éditions CEC inc., 1999.

Vary, Andrée and Claire Brouillet. *Contes et légendes du monde francophone*. National Textbook, 1997.

Contes et sortilèges des quatre coins du Québec. sous la direction de Nicole Guilbault, Documentaire, 1991.

Appendices

Annexe 2.1 – Le passé composé

Activity 2: Les contes et leurs caractéristiques

Time: 360 minutes

Description

This activity will enable students to learn about the characteristics of the *conte*, identify them in a variety of short stories and tales, and understand the importance of such a pattern in the storytelling tradition and its impact on the audience’s sense of values such as compassion, social justice, and respect of others.

They will learn to recognize the *passé simple* and its use in the narration. They will also study the nature and use of the disjunctive pronouns. Finally, students will create a *conte* that promotes appropriate values and shows thoughtful and creative problem solving ideas. They present it orally to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Ontario Catholic School Graduate Expectations

CGE 2a - listens actively and critically to understand and learn in light of gospel values;

CGE 2b - reads, understands and uses written materials effectively;

CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems.

Overall Expectations

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

- OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;
- OC3.01 - recognize and use appropriate language structures;
- OC3.02 - use newly acquired vocabulary in conversations, discussions and presentations;
- OC3.03 - identify and correct anglicisms and errors in their speech;
- OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;
- OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
- RE1.02 - read an assigned work of fiction, summarize the plot, and explain and justify a character's motivation;
- RE2.01 - recognize and use appropriate language structures;
- RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
- WR1.06 - revise their writing, focusing on organization and presentation of ideas;
- WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Extended French Grade 10 Expectations (emphasis on past tenses, *passé composé*, *imparfait* and *plus-que-parfait*)

Planning Notes

- The teacher finds a variety of texts to illustrate all the characteristics of the *conte*
- The teacher selects a video cassette of a well-known fairy tale
- If necessary, prepare or find resources to reinforce the recognition of the *passé simple* and the use of disjunctive pronouns
- Review *passé composé*, *imparfait* and *plus-que-parfait*

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">teaches students to recognize the <i>passé simple</i> (mainly used in the 3rd person) and its use in a storyuses Annexe 2.2 to teach the characteristics of a <i>conte</i>. Explains and illustrates each one in turn with examples taken from different tales, a single tale or a video cassetteexplains the nature and use of the disjunctive pronouns and provides students with exercise sheetsgroups students and asks them to write, in point form, the following information on four different pieces of paper: 1) <i>nom du héros/de l'héroïne et sa mission</i> 2) <i>quels sont ses alliés et ses opposants</i> 3) <i>les principaux événements de l'histoire</i> 4) <i>des indications sur le lieu, le temps et le narrateur</i>collects and divides the papers in the four categories. Each group picks one paper from each category and creates a story using at least three disjunctive pronouns, and emphasizing values such as compassion and social justice	<ul style="list-style-type: none">write notes about the <i>passé simple</i> and its formation for regular verbs of first two groups and some commonly used verbs of the third grouplearn the characteristics of the <i>conte</i> and identify each one in various texts following the teacher's directionslearn about disjunctive pronouns and use them in the exercise sheets providedchoose, with his/her group, the required elements of a story according to teacher's instructionscreate a story with the elements which have been picked from a common class pooltell the group's created story to the class, using a minimum of three disjunctive pronouns.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Teacher/ Student	Annexe 2.2. (checklist)	Text analysis	Knowledge/Understanding, Communication, Application
Formative	Teacher/ Student	Grammar sheets	Grammar exercises Paper-and-pencil	Knowledge/Understanding, Application
Summative	Teacher/ Student	Story rubric	Conferencing Oral presentation	Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Accommodations

- Team work
- Use a variety of written and visual materials
- Adjust expectations according to level of students who have an IEP
- Pair students for presentations or assign them a specific responsibility (props, background etc.)

Resources

Connolly, Anne-Marie. *Messages et discours*. Guérin, éditeur ltée, 1992.

David, Michel. *Dis-moi*. Guérin, éditeur ltée, 1984.

Germain, Bertrand, Gérard Labrecque, Thérèse Lefort, and Richard Théoret. *Jeux de paroles, Coup d'éclat*. Mondia, 1988.

Rousselle, James. *Le texte narratif : Comment?.* Les Éditions CEC Inc., 1999.

Appendices

Annexe 2.1 – Grammaire

Annexe 2.2 – Les caractéristiques du conte

Activity 3: À ton tour

Time: 180 minutes

Description

This activity will be used for summative evaluation. In pairs, students will be asked to play the role of a *raconteur d'antan*. Each team will be given three clues around which they will present, after a five-minute consultation, a *conte*, applying its rules and characteristics as learned previously. Each presentation will last four to five minutes. Students will be given in advance the criteria on which they will be evaluated.

Strand(s) & Learning Expectations

Strand(s): Oral Communication

Ontario Catholic School Graduate Expectations

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - writes and speaks fluently one or both of Canada's official languages

CGE 3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE 5a - works effectively as an interdependent team member.

Overall Expectations

- OCV.01 - respond in a variety of ways to a variety of spoken texts and media works;
- OCV.03 - use correct grammar and appropriate language convention during oral communication;
- REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
- REV.03 - extend their understanding of the culture of French-speaking people in Canada through the variety of texts;
- REV.04 - identify and understand language conventions used in their reading materials.

Specific Expectations

- OC2.02 - give a presentation based on research and respond appropriately to questions from the audience;
- OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;
- OC3.01 - recognize and use appropriate language structures
- OC3.02 - use newly acquired vocabulary in conversation, discussions, and presentations;
- OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;
- OC4.05 - select vocabulary and language structures to enhance the clarity and precision of their speech.

Prior Knowledge & Skills

Notions introduced in the two previous activities, namely the elements of a story and characteristics of a *conte*, the uses of disjunctive pronouns. Also mastery of the Extended French Grade 10 Expectations and specifically the use and formation of the *passé composé* and *imparfait* are required.

Planning Notes

- Give to students copies of the evaluation form to be used for this activity.
- Although the presentations are done in pairs, evaluation must be individual.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• pairs students or asks students to pair up• explains the following: in pairs, students will present a <i>conte</i>, applying all the characteristics of the genre. They are given three clues (e.g., place, time, main character, etc.) that they will include in their presentation. Every team of students is given five minutes to prepare. They must present for four to five minutes. Every student will be evaluated individually (Annexe 2.3)• reviews the characteristics of the genre• gives copies of the evaluation grid (Annexe 2.3)• asks the rest of the class to listen attentively and ask questions at the end of the presentations• gives three clues to each team and evaluates presentations	<ul style="list-style-type: none">• if asked, find a partner• listen to instructions and make sure they understand the evaluation activity and the evaluation grid. Ask questions if needed.• when given their clues, every team quickly formulates a plan for their <i>conte</i> and makes sure it is in accordance with the learned characteristics of this genre• present their <i>conte</i> to the class.• answer questions asked by their peers at the end of their presentation• in turn, they ask questions of other presenters

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Teacher/ student	Annexe 2.3 (evaluation grid)	Oral Presentation	Knowledge/Understanding, Communication, Thinking/Inquiry, Application

Accommodations

- Work individually or with a partner
- Allow students more time to prepare and if necessary give a shorter presentation
- Allow students to ask questions in writing instead of orally
- Provide special materials, exemplars etc.
- Some students can coach others in formulating their plan.

Appendices

Annexe 2.3 – Grille d'évaluation : présentation orale d'un conte

Activity 4: Découvrons la légende

Time: 360 minutes

Description

Students will read and analyse various legends and will identify the main components and characteristics of this genre, including moral teachings and the prevalence of values such as hope, peace and generosity. They will also study legend characters and justify their actions. Moreover, they will review the *passé composé* and apply the use of the *gérondif* as a structure enhancement.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Ontario Catholic School Graduate Expectations

CGE 2b - reads, understands and uses written materials effectively;

CGE 2d - writes and speaks fluently one or both of Canada's official languages;

CGE 5a - works effectively as an interdependent team member

CGE 3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE 7f - respects and affirms the diversity and the interdependence of the world's peoples and cultures.

Overall Expectations

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.03 - extend their understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.04 - identify and understand language conventions used in their reading materials:

WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.03 - organize their writing so that ideas and information are clearly, logically and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;

OC3.01 - recognize and use appropriate language structures;

OC3.02 - use newly acquired vocabulary in conversations, discussions and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE1.02 - read an assigned work of fiction, summarize the plot, and explain and justify a character's motivation;

RE2.01 - recognize and use appropriate language structures;

RE2.02 - compare and contrast the form and style of 2 different genres;

RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Prior Knowledge & Skills

- Extended French Grade 10 expectations
- Use of past tenses.

Planning Notes

- Decide on a legend appropriate for this University Preparation course in one of the suggested anthologies.
- Prepare content questions in order to verify comprehension of text and of values that underlie the events, actions of heroes, etc.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• draws out the definition of a legend through brainstorming and the use of probing questions• emphasizes that this work is a preparation for the following task• provides a copy of the legend to read as well as a copy of Annexe 2.4a, and explains content• directs the students to take note of each aspect of the legend and corrects pronunciation as they read. New vocabulary is explained and students cautioned that new vocabulary will be used in the completion of the creative writing assignment that will follow• asks comprehension questions for clarification and summary. Writing main points on the board may help. (see Planning Notes)• reviews the characteristics of the legend found by the students during the reading• refers to character analysis found in Annexe 2.2 and assigns a character analysis and justification for the characters' actions (what is his/ her reason for doing)• asks students to write short comments/opinions on group presentations as they listen to them• presents the <i>participe présent</i>, hands out Annexe 2.4b, assigns and corrects the first exercise (A).	<ul style="list-style-type: none">• participate in the brainstorming and answers questions• ask questions for clarification• read the legend out loud, take notes as directed and itemize new vocabulary with definition. Point out the values that stand out in their reading• answer questions, refer to legend and notes and contribute findings• in groups of three or four complete the assignment and report to the whole of the class• write comments/opinions on presentations and give them to presenters• read handout, complete and correct first exercise (A).

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Focus of assessment
Formative	Student	Questions Answers	Brainstorming	Thinking/Inquiry, Communication
Formative	Teacher/ Student	Note taking	Reading	Thinking/Inquiry, Knowledge/Understanding, Comprehension
Formative	Student	Annexe 2.4b	Grammar exercise	Knowledge/Understanding, Application

Accommodations

- Provide a vocabulary list with definitions provided
- Pair students to help with note taking
- Provide a list of verbs and fill-in the blanks exercises for the *participe présent*

Resources

Brouillet, Claire et Vary Andrée. *Contes et légendes du Québec*. Lincolnwood (USA): National Textbook Company, 1998.

Connolly, Anne-Marie. *Messages et Discours*. Montréal: Guérin, 1992.

Fréchette, Louis. *Contes de Jos Violon*. Montréal: Les Éditions de l'Aurore, 1974.

Kenney, Morgan. *Rencontres*. D.C.: Heath, 1983.

Martin, Jacqueline. *L'art et l'expression orale et écrite*. Montréal: Les Éditions Ville-Marie, 1983.

Appendices

Annexe 2.4a – La légende

Annexe 2.4b – Le participe présent

Activity 5: Créons notre légende

Time: 120 minutes

Description

Students search their own cultural milieu for material on which to base a legend of their own creation.

The written task seeks to reinforce the use of past tenses, *participe présent* and concepts defining a legend. An analysis of the reasons why parents would or would not tell this story to their children will be included. This analysis will enhance the role of the family in building and solidifying Christian values of respect of the individual and the environment as well as the impact of human actions on God's creation.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Ontario Catholic School Graduate Expectations

CGE 2d - writes and speaks fluently one or both of Canada's official languages;

CGE 4f - applies effective communication, decision-making, problem solving, time and resource management skills.

CGE 6c - values and honours the important role of the family in society.

Overall Expectations

- OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;
- REV.02 - interpret a range of text and apply the knowledge acquired in other contexts;
- REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
- REV.04 - identify and understand language conventions used in their reading materials;
- WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a variety of sources;
- WRV.02 - adjust the language used in their writing to suit the purpose and the audience;
- WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;
- WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

- OC2.03 - express themselves clearly and coherently in impromptu discussions on topic under study;
- OC3.01 - recognize and use appropriate language structures;
- OC3.02 - use newly acquired vocabulary in conversations, discussions and presentations;
- OC3.03 - identify and correct anglicisms and errors in their speech;
- OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;
- OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
- RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
- WR1.06 - revise their writing, focusing on organization and presentation of ideas;
- WR2.01 - recognize and use appropriate language structures;
- WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation and conventions of style;
- WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

Extended French Grade 10 Expectations

Planning Notes

- Set aside time for those who do not have easy access to a computer.
- Establish timelines for writing, editing and reviewing of work.
- Ensure adequate numbers of dictionaries and accessibility to thesaurus.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• reviews the characteristics of the structure of the legend and the elements of character composition• encourages a discussion on facts, historical events or interesting individuals of the past and their values, that might serve as ideas for creating a legend (notes on the board)• leads a discussion on the role of parents in extracting values from legends and reasons why they would or would not tell the story to their children (violence, destruction, cruelty, injustice, misuse of power, etc.)	<ul style="list-style-type: none">• participate by asking questions to clarify• participate in the discussion and take notes of points that could prove useful for the writing assignment• Express opinions about the values found in legends and that could affect children in a negative way

<ul style="list-style-type: none"> • reviews the parameters of the writing assignment (Annexe 2.4a, section C); reminds the students to use vocabulary found in their notes. Provides a writing protocol to be used for editing and the checklist that will be used for evaluation of assignment • corrects the draft by indicating the mistakes according to the writing protocol and indicate to students ways to correct mistakes • gives back assignments and helps students with corrections • marks final version. 	<ul style="list-style-type: none"> • create a legend and edit their own work by completing part C of Annexe 2.4a, and consulting the provided checklist • correct draft in class, seek clarification when necessary, and recopy work according to the specified writing protocol • correct assignment and hand in final version.
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Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Focus of assessment
Formative	Student	Questions	Discussion	Knowledge/Understanding, Thinking/Inquiry
Summative	Student Teacher	Annexe 2.4a (section C) Writing Protocol Checklist	Creative Writing	Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Accommodations

- Allow more time for assignment completion
- Reduce the scope of the assignment
- Provide a series of questions that would lead to creating a legend as a final product

Resources

Same as Activity 4

Dictionaries

Thesaurus

Bescherelle

Appendices

Annexe 2.4a – La légende

Activity 6: La foire aux Contes et légendes

Time: 180 minutes

Description

Students will exhibit the legends they have created. Each student will read at least two exhibited works thoroughly and write a letter to the author of one of them, stating her/his opinion and comments on the content and format, pointing out the strong creative points of the work as well as the morals that are enhanced and the ideas that lead to the common good. Finally, students' letters will be collected and evaluated.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE 5b - thinks critically about the meaning and purpose of work.

Overall Expectations

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrates an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.02 - interpret a range of texts and apply the knowledge acquired in other contexts;

REV.04 - identify and understand language conventions used in their reading material;

WRV.01 - express ideas and opinions in a variety of written form, demonstrating the ability to extract and interpret information from a range of sources;

WRV.02 - adjust the language used in their writing to suit the purpose and the audience;

WRV.03 - organize their writing so that ideas and information are clearly, logically and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;

OC3.01 - recognize and use appropriate language structures;

OC3.02 - use newly acquired vocabulary in conversations, discussions and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.04 - write letters in an appropriate style for a variety of purposes;

WR2.01 - recognize and use appropriate language structures;

WR2.02 - revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and convention of style;

WR2.04 - use French-English dictionaries to verify spelling. Confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

Notions presented previously in this unit, namely the elements of a *conte* and *légende*, the use of the past tenses, the formation and use of the *participe présent* and the *pronoms disjoints*, and Grade 10 Extended French Expectations.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none"> • plans for the appropriate place to have students exhibit their <i>légendes</i> (reserve the library, use the classroom walls etc.) • photocopy students' legends and keep them on file; • asks students to write their names clearly on their works and exhibit them in the reserved area; • explains to students that this activity is the culminating task of the unit and that they will be evaluated all through the process; • explains the process as: every student must read at least two of the peer works and write a short synopsis of each to be handed to the teacher (photocopies for verification and/or if extra copies are needed). Each student must write a 300-word letter to the author of one of the works, stating their opinion, justifying it and commenting on the chosen work and pointing out its strong points. They also point out the values it illustrates and how these lead to the common good; • in the process of going around, reading a few pieces, students must be encouraged to ask questions, compare works, exchange ideas with their peers, etc.; • reads the synopsis and comments, corrects the letter according to criteria set in advance and prepares evaluation grid if desired. 	<ul style="list-style-type: none"> • make sure they understand the process and the instructions for their task; • exhibit their works; • on the given time and in the given place, walk around, read as many pieces of peer works as possible; • ask questions, express opinions, compare works, etc.; • choose two works and prepare a short synopsis of each and hand in to the teacher; • write a letter to the author of one of the two chosen works, following the instructions given by the teacher; • edit and proofread the letter; • give the letter to the author; • give the letter (assignment) to the teacher for evaluation.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Focus of assessment
Formative	Teacher	Comments	Synopsis	Knowledge/Understanding
Summative	Teacher	Comments Teacher made grid	Letter Writing	Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Accommodations

- Pair students
- Allow students to write a shorter letter
- Allow more time
- For enrichment, ask students to have an addendum to their letter which includes information about readings, historical events or community news that illustrate the values mentioned in the letter and their impact on common good
- Provide students with a camera or videocamera and ask them to put on film the student exhibit, collect students' comments and prepare a short presentation about the whole event.

Annexe 2.1

Grammaire

I. Le passé composé

Mets les verbes entre parenthèses au passé composé. Attention à l'accord du participe passé.

1. Le chat _____ (attraper) la souris.
2. Cette pauvre souris, le chat l' _____ (attraper)
3. Les filles _____ (repartir) chez elles après l'école.
4. Ce garçon _____ (partir) aussitôt la fin de la classe.
5. Les enfants _____ (se battre) toute la journée.
6. Ma chienne _____ (se battre) avec le chien du voisin.
7. Les élèves _____ (préférer) le chocolat aux bonbons.
8. Les chocolats qu'ils _____ (manger) sont excellents.
9. Mes petites soeurs _____ (rester) à la maison.
10. Des centaines de personnes _____ (mourir) dans cette catastrophe.

II. Les pronoms disjoints

Complète les phrases suivantes avec un pronom disjoint.

1. Ce livre ne t'appartient pas: il n'est pas _____.
2. Vous voyez ces garçons? Vous devez vous adresser _____ pour rentrer.
3. A qui penses-tu? À ma soeur, je pense souvent _____.
4. Ce chien est dangereux. Nous avons peur _____.
5. Ces actrices sont célèbres. On parle souvent _____ dans les revues.
6. Je me souviens bien des voisins. Est-ce que vous vous souvenez _____?
7. Voici mon père qui arrive. Je vais te présenter _____.
8. Tu te moques de moi mais je peux aussi rire _____.
9. Je connais bien mon professeur maintenant. Je me suis habitué _____.

Annexe 2.2

Les caractéristiques du conte

Il raconte une histoire

Il est court

Il ne contient pas de longues descriptions

Il a un seul narrateur

Il démontre des valeurs morales et sociales propres à une culture dans un contexte donné

Connaissances à acquérir

A. Le schéma narratif du conte

- 1) une situation initiale : c'est le point de départ - le héros ou l'héroïne se met à la recherche d'un objet précieux ou il/elle veut réaliser une mission
- 2) un nœud ou un développement : c'est la lutte du héros ou de l'héroïne pour réussir sa mission, les obstacles qu'il/elle rencontre et l'aide qu'il/elle reçoit pour les contourner
- 3) le dénouement ou la situation finale : la réussite ou la défaite du héros ou de l'héroïne

B. Les personnages

- 1) un héros/une héroïne
- 2) ses alliés / adjuvants (ceux qui l'aident à réussir sa mission)
- 3) ses ennemis / opposants (ceux qui veulent l'empêcher de réussir)

C. Le temps et l'action

- 1) L'auteur peut présenter l'action selon:
l'ordre chronologique - les actions sont présentées dans l'ordre de leur déroulement dans le temps
l'ordre narratif - l'auteur présente les actions dans l'ordre qu'il choisit en utilisant des retours en arrière et des projections dans le futur

D. La durée

- 1) la durée réelle : le temps que le personnage prend à vivre un événement
- 2) la durée narrative : le temps que le narrateur emploie pour décrire l'événement vécu par le personnage

E. Le narrateur

- 1) Il raconte l'histoire
- 2) Il décrit les lieux, le temps et les personnages
- 3) Il expose les sentiments des personnages
- 4) Il exprime un point de vue ou une philosophie

Annexe 2.3

Grille d'évaluation : présentation orale d'un conte

Catégorie	Niveau 1 (50 – 59 %)	Niveau 2 (60 – 69 %)	Niveau 3 (70 – 79 %)	Niveau 4 (80 – 100 %)
Connaissances : Les éléments et caractéristiques du conte	- démontre une maîtrise limitée des éléments du conte (50% des éléments)	- démontre une assez bonne maîtrise des éléments du conte (plus que la moitié)	- démontre une bonne maîtrise des éléments du conte (en a oublié un ou deux)	- démontre une très bonne maîtrise des éléments du conte
Pensée critique : Suite logique des événements. Intégration des 3 éléments donnés. Créativité	- manque, plus ou moins, de cohérence dans la suite des événements - intégration d'aucun des éléments donnés - banal	- suite logique des événements assez cohérente intégration des 3 éléments donnés - créatif par moment	- une cohérence assez serrée intégration des 3 éléments donnés - créatif et original	- très cohérent, créatif et innovateur intégration des 3 éléments donnés d'une façon originale
Application : Application des caractéristiques du conte. Respect des directives. Usage du vocabulaire Usage des conventions langagières	- certaines caractéristiques manquaient - n'a pas suivi toutes les directives. - vocabulaire limité - erreurs fréquentes dans l'usage des conventions langagières	- la majorité des caractéristiques s'y retrouvaient - respect de quelques directives - vocabulaire assez varié - quelques erreurs dans l'usage des conventions langagières	- bonne application des caractéristiques du conte - respect de la plupart des directives - vocabulaire approprié et varié - peu d'erreurs dans l'usage des conventions langagières	- très bonne application des caractéristiques du conte - respect de toutes les directives - vocabulaire riche - pas d'erreurs dans l'usage des conventions langagières
Communication : Clarté des idées. Usage du vocabulaire et des expressions Respect des conventions langagières.	- idées quelque peu confuses. - vocabulaire peu précis - conventions langagières parfois erronés	- assez bonne communication d'idées - vocabulaire assez juste - conventions langagières erronées par moments	- idées clairement présentées - vocabulaire approprié - conventions langagières plus ou moins maîtrisées	- idées claires et précises - vocabulaire très précis - conventions langagières appropriées

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Annexe 2.4a

La légende

A. Les caractéristiques

La légende ressemble au conte (référez-vous à l'annexe 2.2) mais elle est aussi différente du conte:

- la légende est l'union d'un fait, parfois historique, avec l'imaginaire, le merveilleux (le loup-garou, le sorcier, le diable, les êtres aux forces extraordinaires);
- la légende, même si elle est presque totalement imaginaire, est présentée comme une histoire vraie qui explique des phénomènes réels;
- chaque légende est un événement de la vie d'un individu déterminé;
- les actes extraordinaires d'un personnage sont fondés sur des faits vécus; grâce à sa ruse, le personnage est toujours le gagnant dans sa lutte contre des forces supérieures;
- le lieu (parfois la date) est indiqué avec précision;
- la légende témoigne du patrimoine de l'individu et fait partie de la culture particulière de chacun. Elle nous aide à découvrir nos racines et reconnaître notre identité et nos valeurs.

B. La création d'une légende

En utilisant les caractéristiques de la légende (partie A) et l'annexe décrivant la structure du conte et la composition du personnage, cherchez un événement historique ou un fait sur lequel vous vous baserez pour écrire une légende d'environ 500 mots. Choisissez un auditoire (enfants, adultes, adolescents) précis et ajustez votre travail d'après cet auditoire. Votre brouillon espacé à triple interligne sera remis pour une correction préliminaire. Le travail final sera évalué d'après la grille d'évaluation qui vous sera donnée. Vous avez une période de classe pour commencer votre travail et une autre pour effectuer les corrections lorsqu'il vous sera remis.

C. Vérification du travail écrit

Pour bien vérifier votre travail, répondez aux questions suivantes. N'oubliez pas de remettre le questionnaire avec votre brouillon.

1. L'action est-elle bien située dans le temps, dans un lieu précis?
2. Sur quel fait réel ou historique cette histoire se base-t-elle? Quelles valeurs en ressortent?
3. Quel(s) acte(s) extraordinaire(s) le héros doit-il faire? Pourquoi? Contre quelles forces, monstres, êtres fantastiques?
4. Quelle est la ruse employée?
5. Y a-t-il une leçon?
6. Cette légende pourrait-elle faire partie de votre patrimoine culturel? Comment?
7. Le personnage de la légende:
 - quel est son portrait physique
 - quel est son portrait moral
 - quels sont ses actes extraordinaires?
8. Vérifiez l'emploi des temps du passé, du participe présent et de l'adjectif qualificatif.
9. Vérifiez la structure de votre texte.

Annexe 2.4b

Le participe présent

- Le participe présent est une forme du verbe qui se termine par **ant**. On le forme à partir de la 1^{ère} personne du pluriel au présent:

Nous	chantons	chantant	singing
Nous	finissons	finissant	finishing
Nous	faisons	faisant	making
Nous	lisons	lisant	reading

- Avec **en**, le participe présent s'appelle **gérondif** et exprime deux actions faites simultanément par le même sujet.

Elle a fait ses devoirs et elle a écouté sa musique préférée.

devient

Elle a fait ses devoirs en écoutant sa musique préférée.

Le participe présent peut améliorer un texte en ajoutant à la variété de la structure d'une phrase.

Pratique

- A. Relevez 10 verbes de la légende que vous avez lue. Donnez-en le participe présent et créez une phrase avec chacun des participes présents.
- B. Utilisez 3 participes présents (gérondifs) dans votre légende et soulignez-les 2 fois. Ceci sera vérifié et noté lors de l'évaluation de votre travail.

Unit 3: Le cinéma, quelle aventure!

Time: 22 hours

Unit Description

Students discover through research and viewing the world of film in Canada and elsewhere. Through the various activities in the three strands, students discover some of the important figures in the history of cinema, and become familiar with the technical and creative vocabulary of cinematography. Three major themes are developed: *Les gens du cinéma*, *Le film, toute une histoire!* and *Et si on allait au ciné?*

Students learn interrogative and relative pronouns, such as *lequel*. In the culminating task, *Selon moi*, students analyse and critique a French-Canadian film. As in other units, students continue to explore Canadian authors and themes, analyse and compare, and form and articulate their personal point of view.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1 Thème 1 : <i>Les gens du cinéma</i> <i>Les métiers du cinéma</i>	180 min	OCV.01, .02, .03; REV.01, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.03; WR1.06; WR2.01, .02, .04	Knowledge/ Understanding, Communication	Research a chosen <i>métier</i> , present it orally to the class and answer questions
2 Les 'stars'	120 min	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.03; WR1.04, .06; WR2.01, .02, .04	Knowledge/ Understanding, Communication, Application	Write a fan letter to a favourite 'star' and read it to the class
3 Thème 2 : <i>Le film, toute une histoire!</i> <i>Il y a longtemps que je t'aime...</i>	240 min	OCV.01, .02, .03; REV.01, .03, .04; WRV.03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE1.03; RE2.01, .03; WR1.01, .06; WR2.01, .02, .04	Knowledge, Communication, Application	Write a persuasive magazine article about a movie genre
4 <i>Ailleurs et ici!</i>	300 min	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC2.01, .03; OC3.01, .02, .03, .05; RE2.01, .03; WR1.03, .06; WR2.01, .02, .04	Application	Write a descriptive paragraph and read it to the class
5 Thème 3 : <i>Et si on allait au cinéma?</i> <i>Regardons et analysons</i>	240 min	OCV.01, .02, .03; REV.01, .03, .04; WRV.01, .02, .03, .04; OC1.03; OC2.01, .03; OC3.01, .02, .03, .04, .05; RE1.04, .05; RE2.01, .03; WR1.06; WR2.01, .02, .04	Thinking/ Inquiry, Application	Write a teacher-directed <i>critique</i> of a film viewed by the class
6 Culminating Task: <i>Selon moi</i>	240 min	OCV.01; WRV.01, .02, .03, .04; OC1.01; OC2.01; OC3.01; WR1.02, .05, .06; WR2.01, .02, .03, .04	Thinking/ Inquiry, Communication, Application	View a movie and independently write a <i>critique</i>

Activity 1: Les métiers du cinéma

Time: 180 minutes

Unit Description

Students are given a list of occupations associated with filmmaking. Students choose and research one of these occupations. Students then make a presentation in which they describe the occupation to their classmates. This activity provides students with the vocabulary and information necessary to appreciate and critique a film in subsequent activities (Annexe 3.1)

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;

OCV.02 - discuss and debate topics based on class discussions, individual research, and personal interests;

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.02 - adjust the language used in their writing to suit the purpose and the audience;

WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.06 - revise their writing, focusing on organization and presentation of ideas.

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Extended French expectations

Planning Notes

- a list of technical vocabulary, Annexe 3.1, is provided; teachers may choose to add to the list (see Resources)
- a list of occupations, Annexe 3.2, is provided; teachers may choose to add to the list
- teacher recaps the steps of the research procedure
- depending on class size, students may work in pairs
- access to the Internet required (See Overview Resources)
- cross curricular connections include Communication Technology, Drama, Media, and Career Planning

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• directs a brainstorm to compile a list of occupations related to film• distributes and discusses Annexe 3.2• ensures that all occupations are assigned to be researched• distributes checklist Annexe 3.3• monitors, corrects, and advises students during writing process providing feedback• if possible, following the student presentations, invites a guest speaker, with experience in one or more of the occupations to add immediacy to the topic	<ul style="list-style-type: none">• take notes and contributes to the discussion• choose an occupation that interests them• use various resources (e.g., books, Internet, etc.) to research all aspects of one particular occupation• organize the research in order to present it to the class (e.g., A Day in the Life of... which illustrates the pros and cons and other/unique interesting aspects)• present information• listen and contribute to guest speaker discussion

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Teacher/ student	Observation and feedback	Brainstorming Oral questions and discussion	Thinking/Inquiry, Communication
Formative	Teacher	Observation and feedback	Research	Knowledge/Understanding, Thinking/Inquiry, Making Connections
Diagnostic	Teacher	Checklist	Presentation	Communication, Application

Accommodations

- pair with a more capable student
- presentation to teacher only
- one-on-one teaching/monitoring/conferencing
- provision of supplementary resources

Resources

Unilingual French dictionaries
Bilingual French/English dictionaries
Bescherelle

David, Michel. *Paroles Vivantes*. Montréal: Guérin, 1992.
Pécheur, Jacques. *Le cinéma*. Paris: Hachette, 1995.
Platt, Richard. *Les yeux du cinéma*. Paris: Gallimard, 1992.

Websites

- http://www.mediacareers.com/careers_in_film/html/index.html
- <http://www.looksmart.com/eus1/eus65300/eus65303/eus265190/eus156586/eus259255/r?l&>
- <http://www.entertainmentcareers.net/>

Appendices

Annexes 3.1, 3.2, 3.3

Activity 2: Les ‘stars’

Time: 120 minutes

Description

Students continue to explore the theme of filmmaking through the study of a movie star. Students research a star of their choice and write a fan letter to him/her. The use of interrogative and relative pronouns is introduced. This activity provides students with vocabulary and additional information to further appreciate and critique a film in subsequent activities.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;
OCV.02 - discuss and debate topics based on class discussions, individual research, and personal interests;
OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;
REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
REV.04 - identify and understand language conventions used in their reading materials;
WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;
WRV.02 - adjust the language used in their writing to suit the purpose and the audience;
WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;
WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;
OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;
OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;
OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
 RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
 WR1.04 - write letters in an appropriate style for a variety of purposes (e.g., responding to an advertisement, expressing support for a political movement);
 WR1.06 - revise their writing, focusing on organization and presentation of ideas.
 WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
 WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
 WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Extended French Expectations
- use of interrogative words and expressions
- letter-writing skills
- function of pronouns

Planning Notes

- teachers may choose to provide a list of francophone film stars to the students (Annexe 3.4)
- access to the Internet and to popular magazines – <http://people.aol.com/people/index.html>
- *7 Jours, Le lundi* and *Star Inc.* magazines
- teachers may wish to have students rewrite the letter in the *vous* form to practise the *vous de politesse*

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none"> • reviews letter format using example from Annexe 3.6 • reviews interrogative words • introduces relative and interrogative pronouns • gives diagnostic quiz on pronouns • presents criteria for student fan letters • monitors, corrects, and advises students during writing process providing feedback 	<ul style="list-style-type: none"> • write point form notes to record key information • answer oral questions • complete fill-in-the-blank exercises like Annexe 3.5 • write quiz • provide peer assessment • research a Francophone film star • write a fan letter to a favourite movie star

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Student	Exercise Annexe 3.5	Learning correct use of pronouns	Knowledge/Understanding
Diagnostic	Teacher	Quiz	Learning correct use of pronouns	Knowledge/Understanding
Formative	Teacher	Fan letter	Letter-writing with ongoing feedback from teacher	Thinking/Inquiry, Communication, Application

Accommodations

- use strategic pairing
- one-on-one teaching/monitoring/conferencing
- provision of resources
- vary time allotment
- test rewrite following feedback
- highlight or summarize major points of research of a star
- provide special materials and resources, e.g., exemplars, modeling, tapes, texts

Resources

Unilingual French dictionaries

Bilingual French/English dictionaries

Bescherelle

French-language print resources

La Presse, 7 Jours, Lundi, Châtelaine

Appendices

Annexes 3.4, 3.5, 3.6

Activity 3: Il y a longtemps que je t'aime...

Time: 240 minutes

Description

The students are exposed to different historical film genres. They consider the preferences of their parents and peers and then develop their own personal preference. Students revisit interrogative pronouns in stating their preference. Students write and are assessed on a persuasive article on a preferred genre, in preparation for the culminating task.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;

OCV.02 - discuss and debate topics based on class discussions, individual research, and personal interests;

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE1.03 - extract specific information from statistical data (e.g., charts, graphs) and present it in an organized way;

RE2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.01 - write a magazine article to persuade the audience to accept a certain point of view;

WR1.06 - revise their writing, focusing on organization and presentation of ideas;

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Extended French Expectations
- use of relative pronouns

Planning Notes

- book TV/VCR
- recap paragraph writing
- recap use of relative pronouns
- to compile a representative selection of genres quickly and easily based on Annexe 3.7, the teacher could ask student volunteers to bring videos from home cued-up to favourite scenes; provide guidelines in order to avoid inappropriate choices
- consult Annexe 3.1 for vocabulary
- cross curricular link to Media Studies course

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">introduces film genres, using Annexe 3.7initiates survey of preferencesprovides sample list of filmsteaches vocabulary of camera shotsshows film excerpts and discussesreviews the organization of a persuasive articlemonitors, corrects and advises students throughout the writing process providing feedback	<ul style="list-style-type: none">write point form notes to record key informationconduct survey of genre preferencesclassify survey resultscompare sample to own listwrite point form notes to record key informationwrite persuasive article to explain the merits of his/her preference

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Teacher/student	Observation Discussion	Oral questioning	Knowledge/Understanding, Communication
Formative	Teacher	Observation	Viewing films and discussion	Knowledge/Understanding, Communication
Summative	Teacher	Rubric	Writing a persuasive article	Thinking/Inquiry, Application

Accommodations

- one-on-one teaching/monitoring/conferencing
- vary time allotment for writing assignment

Resources

Unilingual French dictionaries

Bilingual French/English dictionaries

Bescherelle

Websites

– <http://members.aol.com/reaperren/100films.html>

Videos

“Crac”, “*Le fleuve aux grandes eaux*” by Frédéric Back

“Le chandail” by Roch Carrier

Books

David, Michel. *Paroles vivantes*. Montréal: Guérin, 1992. (Unité 22)

“Pour rédiger une opinion” in Jean, Gladys. *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education, 1996.

Pécheur, Jacques. *Le cinéma*. Paris: Hachette, 1992.

Platt, Richard. *Les yeux du cinema*. Paris: Gallimard, 1992.

Appendices

Annexe 3.7

Activity 4: Ailleurs et ici

Time: 300 minutes

Description

Students view and compare, using a Venn diagram, two cinematic versions of the same story one of which is to be an original francophone film. Students write a descriptive paragraph of a scene from each movie. This activity enhances students' ability to make comparisons and integrates technical vocabulary (Annexe 3.1).

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;
OCV.02 - discuss and debate topics based on class discussions, individual research, and personal interests;
OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;
REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;
REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;
REV.04 - identify and understand language conventions used in their reading materials;
WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;
WRV.02 - adjust the language used in their writing to suit the purpose and the audience;
WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;
WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;
OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;
OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;
OC3.03 - identify and correct anglicisms and errors in their speech;
OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
RE2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);
RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
WR1.03 - develop a narrative or a description from a picture or series of pictures;
WR1.06 - revise their writing, focusing on organization and presentation of ideas.

Prior Knowledge & Skills

- Grade 10 Extended French Expectations
- writing skills
- technical film vocabulary
- narrative writing

Planning Notes

- teacher books a television and a VCR
- teacher previews films and may choose to show excerpts only from one of the films.
- put a model of a Venn Diagram on the board (A Venn Diagram consists of two intersecting circles; students would list elements unique to the first film in the left-hand circle; elements unique to the second film would be listed in the right hand circle; elements common to both films would be listed in the intersecting part of both circles.)
- teacher previews videos and prepares a comprehension questionnaire
- teacher should check availability of dubbed versions of English language versions (on-line, public libraries, Sears Wishbook catalogue)

Note: If you have purchased public performance rights for this movie in French, you can show it to the class either in its entirety or in segments. If not, encourage students to view the original version on their own.

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• explains Venn diagram (comparison chart)• shows the videos in whole or in part to the students• provides students with comprehension questions• leads discussion and records Venn diagram results on the board• assigns descriptive paragraph, monitors, corrects and advises students throughout the writing process providing feedback	<ul style="list-style-type: none">• view videos and takes notes to complete comprehension questions and Venn diagrams• listen, discuss and add classmates' input to their own Venn diagram• write a descriptive paragraph of the equivalent scenes from the two movies and read it to the class• exchange descriptive paragraphs and complete peer proofreading

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
Formative	Student	Observation	Completing and discussing Venn diagram	Thinking/Inquiry, Application, Making Connections
Formative	Student	Rough drafts Checklist for Proofreading	Peer Proofreading	Thinking/Inquiry, Application

Accommodations

- one-on-one teaching/monitoring/conferencing
- vary time allotment for writing assignment

Resources

Unilingual French dictionaries

Bilingual French/English dictionaries

Bescherelle

Websites

- <http://www.film.com/search/index.html> (search for movie remakes, click “remakes” to find results)

Activity 5: Regardons et analysons

Time: 240 minutes

Description

Students use a checklist to learn the criteria used in writing a *critique* and apply it to one of the films viewed in the previous activity. The purpose of this activity is to prepare the students to write a formal *critique* of a French-Canadian film in the culminating task.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;

OCV.02 - discuss and debate topics based on class discussions, individual research, and personal interests;

OCV.03 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

REV.03 - extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.02 - adjust the language used in their writing to suit the purpose and the audience;

WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC1.03 - summarize and answer questions in response to media works (e.g., videos, radio broadcasts) and explain their points of view;

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;

OC2.03 - express themselves clearly and coherently in impromptu discussions on topics under study;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE1.04 - draw a conclusion or form an opinion about an issue after reading several points of view;

RE1.05 - compare two works by the same author or works by different authors dealing with the same theme;

RE2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

RE2.03 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.06 - revise their writing, focusing on organization and presentation of ideas;

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Extended French Expectations
- technical vocabulary of cinematography
- persuasive writing vocabulary and sentence structure

Planning Notes

- checklist of *critique* criteria in Annexe 3.8
- if only excerpts of the film from Activity 4 were viewed, the students will now need to view one of the films in its entirety
- book a television and a VCR
- the teacher may wish to collect student checklists to monitor student progress more closely than class discussion will allow

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• introduces students to the criteria used in critiquing (reviewing) a film (Annexe 3.8)• leads the class in completion of the checklist with reference to one of the films previously viewed	<ul style="list-style-type: none">• contribute to discussion• complete the checklist according to their own point of view

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Focus of Assessment
Formative	Student	Completed checklist (Annexe 3.8)	Oral questions and discussion Observation	Knowledge/Understanding, Thinking/Inquiry, Communication

Accommodations

- allow students to view video in another place (e.g., home, seminar room, etc.)

Resources

Unilingual French dictionaries

Bilingual French/English dictionaries

Bescherelle

Films from previous activity

Trépanier, André. "Une critique de cinema", Les médias dans la salle de classe: Activités d'intégration.

Toronto: CLF/OSSTF/FEESO.

Appendices

Annexe 3.8

Activity 6: Selon moi

Time: 240 minutes

Description

Students watch an appropriate French-Canadian film. They then write a *critique* based on specific knowledge and vocabulary acquired throughout the unit, with an emphasis on the checklist (Annexe 3.8) from Activity 5.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - respond in a variety of ways to a wide range of spoken texts and media works;

WRV.01 - express ideas and opinions in a variety of written forms, demonstrating the ability to extract and interpret information from a range of sources;

WRV.02 - adjust the language used in their writing to suit the purpose and the audience;

WRV.03 - organize their writing so that ideas and information are clearly, logically, and coherently presented;

WRV.04 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC1.01 - follow a series of complicated live or recorded instructions (e.g., how to prepare a complete meal);

OC2.01 - express their ideas and opinions about a media work or a written text (e.g., a film, a magazine article) and give reasons for their preferences or point of view;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR1.02 - write a critique of a film or a literary work to present and defend an opinion;

WR1.05 - write an essay (500-1000 words), presenting facts and arguments to support their point of view;

WR1.06 - revise their writing, focusing on organization and presentation of ideas;

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 11, p. 34);

WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03 - quote sources with appropriate footnotes and compile a bibliography for a written assignment;

WR2.04 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Extended French Expectations
- knowledge and skills acquired throughout the unit

Planning Notes

- book a television and a VCR
- review the checklist of *critique* criteria in Annexe 3.8
- present the *Grille d'évaluation pour critique de cinéma* for the culminating task (Annexe 3.10)
- select and preview an appropriate French-Canadian film. Depending on time constraints, the teacher may show a feature-length or a short film

Teaching/Learning Strategies

The teacher:	Students:
<ul style="list-style-type: none">• reviews <i>critique</i> checklist (Annexe 3.8)• presents the movie• introduces the structure of a formal <i>critique</i> (Annexe 3.9)• presents evaluation rubric for the <i>critique</i> (Annexe 3.10)• monitors, corrects, and advises throughout the writing process providing feedback, making specific reference to the checklist and the rubric• evaluates <i>critiques</i> using the rubric	<ul style="list-style-type: none">• view and take notes based on the checklist• ask questions for clarification• write a first draft of <i>critique</i>• exchange their <i>critiques</i> with other students for proofreading• write and submit final draft of <i>critique</i> to the teacher

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy/Activity	Assessment
formative	Student	Checklist	Peer proofreading	Thinking/Inquiry, Communication, Application, Making Connections
Summative	Teacher	Rubric	Writing formal <i>critique</i> (final copy)	Thinking/Inquiry, Communication, Application, Making Connections

Accommodations

allow for several drafts with teacher proofreading and provide ongoing feedback

Resources

Unilingual French dictionaries

Bilingual French/English dictionaries

Bescherelle

– <http://www.acf-film.com> for list of Quebec films under heading “Nos films”

Books

Jean, Gladys. “Pour rédiger une opinion” dans *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education, 1996

Appendices

Annexes 3.8, 3.9

Annexe 3.1

Vocabulaire technique

Les plans

- le plan général donne une vue d'ensemble d'une scène
- le plan moyen montre une partie du décor et plusieurs personnages en pied
- le plan mi-moyen encadre les personnages à la hauteur des genoux
- le plan américain cadre les personnages à la hauteur de la ceinture
- le gros plan cadre le visage depuis les épaules
- le très gros plan cadre seulement une partie du visage

Les angles

- en plongée: la caméra enregistre le sujet du haut vers le bas
- en contre-plongée: la caméra enregistre le sujet du bas vers le haut
- horizontal: la caméra enregistre le sujet à hauteur d'homme

Les mouvements de caméra

- panoramique horizontal: la caméra pivote de droite à gauche (ou vice-versa) sur un angle de 180°.
- panoramique vertical: la caméra filme de haut en bas ou de bas en haut (plongée ou contre-plongée)
- travelling: la caméra est posée sur un chariot qui se déplace pour donner des prises de vue en mouvement avant, arrière ou latéral
- zoom avant et zoom arrière: on obtient des effets de rapprochement ou d'éloignement avec une distance focale variable

Adaptée de «Sons et images» dans David, Michel. *Paroles vivantes*. Montréal: Guérin, 1992. Pour les explications détaillées, voir les Ressources, Activité 1.

Annexe 3.2

Les métiers du cinéma

l'accessoiriste	le maquilleur/la maquilleuse
l'agent(e)	le/la marionnettiste
l'acteur/l'actrice de doublage	le metteur en scène
l'animateur/l'animatrice	le monteur
l'architecte du plateau	le/la perchiste
l'attaché(e) de presse (promotion du film)	le/la photographe du plateau
le bruiteur	le producteur/la productrice
le cascadeur/la cascadeuse	le réalisateur/la réalisatrice
le chef opérateur du son	le/la responsable du casting (distribution)
le directeur/la directrice de la photographie	le/la scénariste
le décorateur/la décoratrice	le/la scripte
l'éclairagiste	

Annexe 3.3

Liste de contrôle pour la recherche sur les métiers du cinéma

- responsabilités
- habiletés
- formation
- conditions de travail
- salaire
- points forts, inconvénients

Annexe 3.4

Les vedettes francophones

- | | |
|-------------------------|------------------------|
| 1. Maria Orsini | 11. Christophe Lambert |
| 2. Roy Dupuis | 12. Patrice Leconte |
| 3. Mitsou | 13. Isabelle Adjani |
| 4. Lothaire Blutheau | 14. Juliette Binoche |
| 5. Gérard Dépardieu | 15. Olivier Martinez |
| 6. Sophie Marceau | 16. Thierry L'hermitte |
| 7. Daniel Auteuil | 17. Catherine Deneuve |
| 8. François Cluzet | 18. Josiane Balasko |
| 9. Victoria Abril | 19. Isabelle Huppert |
| 10. Jean-Hughes Anglade | 20. Patrick Timsit |

Annexe 3.5a

L'emploi des pronoms relatifs et interrogatifs dans le contexte d'une lettre

Cher/Chère

Je commence par me présenter. Je m'appelle Josée et je suis une élève à l'École Secondaire Cartier. J'étudie les arts dramatiques et j'aimerais devenir actrice. Puisque tu es mon actrice favorite, j'aimerais avoir ton avis concernant les questions suivantes.

Premièrement, je ne peux pas décider si je veux aller à l'université ou au collège. _____ est-ce que tu suggères? Il y a tant de décisions à prendre! Deuxièmement, j'aime beaucoup les rôles d'action et de mystère mais je sais que les rôles dans les comédies font aussi beaucoup de plaisir. _____ est-ce que tu préfères?

_____ te prépares-tu pour jouer un rôle? Ma méthode favorite est d'écouter de la musique classique et de me concentrer afin de "devenir" la personne que je joue. _____ fonctionne pour toi? _____ vas-tu pour te préparer?

Finalement, _____ as-tu parlé pour t'aider à prendre tes décisions? Je n'ai personne, car mes amis et mes parents m'encouragent à devenir comptable car je suis bonne en mathématiques. Ils croient que devenir actrice est une perte de temps. _____ penses-tu? Crois-tu que tu as pris la bonne décision? _____ carrière aurais-tu choisie si tu n'étais pas devenue actrice?

Amitiés...

Annexe 3.5b

Corrigé - L'emploi des pronoms relatifs et interrogatifs dans le contexte d'une lettre

Cher/Chère

Je commence par me présenter. Je m'appelle Josée et je suis une élève à l'École Secondaire Cartier. J'étudie les arts dramatiques et j'aimerais devenir actrice. Puisque tu es mon actrice favorite, j'aimerais avoir ton avis concernant les questions suivantes.

Premièrement, je ne peux pas décider si je veux aller à l'université ou au collège. **Lequel** est-ce que tu suggères? Il y a tant de décisions à prendre! Deuxièmement, j'aime beaucoup les rôles d'action et de mystère mais je sais que les rôles dans les comédies font aussi beaucoup de plaisir. **Lesquels** est-ce que tu préfères?

Comment te prépares-tu pour jouer un rôle? Ma méthode favorite est d'écouter de la musique classique et de me concentrer afin de "devenir" la personne que je joue. **Laquelle** fonctionne pour toi? **Où** vas-tu pour te préparer?

Finalement, **à qui** as-tu parlé pour t'aider à prendre tes décisions? Je n'ai personne, car mes amis et mes parents m'encouragent à devenir comptable car je suis bonne en mathématiques. Ils croient que devenir actrice est une perte de temps. **Qu'en** penses-tu? Crois-tu que tu as pris la bonne décision? **Quelle** carrière aurais-tu choisie si tu n'étais pas devenue actrice?

Amitiés...

Annexe 3.6

Une lettre à une vedette

Cher/Chère

Finalement! Quelle chance! Je peux finalement te poser toutes les questions possibles! J'ai commencé à m'intéresser à toi après avoir visionné ton film "Un moment dangereux". Tu es ma vedette favorite. J'ai cherché longtemps avant de trouver ton adresse dans une revue. J'apprécierais beaucoup les réponses aux questions suivantes. Mes ami(e)s seront tellement jaloux(es) lorsqu'ils/elles apprendront que tu as répondu à ma lettre. Eh bien, je commence...

Quand as-tu décidé de devenir un "star"? Est-ce que la décision était facile? Pourquoi as-tu décidé de jouer des rôles dans des films d'action? Tu as joué le rôle de Ken dans le film "Un moment dangereux" et celui de Bart dans ton dernier film. Lequel était le plus difficile? Quels sports aimes-tu? Moi, je fais de la natation et j'aime beaucoup jouer au basketball. Est-ce que tu es allé à l'université ou au collège? J'aimerais voyager un peu avant d'aller à l'université. Quel est ton mets favori? Moi, j'aime beaucoup lasagne et le jambon. Lequel est-ce que tu préfères? Où vas-tu quand tu sors avec tes amis? Moi, j'aime beaucoup aller au cinéma. Je suis fou/folle des films. Quel est ton film favori? Ma saison favorite est l'été parce que je peux aller à la plage avec mes amis. Quelle saison préfères-tu? Pourquoi? Eh bien, je pense que je t'ai posé assez de questions. Au plaisir d'avoir de tes nouvelles...

Annexe 3.7

Les genres

la comédie	film de guerre
la comédie musicale	film d'horreur
le documentaire	le film de kung-fu
le film animé	le film historique
le film à suspense	le mélodrame
le film d'amour	le film muet
le film d'aventure	le film policier
le film d'espionnage	la science-fiction
le film de gangsters (le film noir)	le western

Annexe 3.8

Liste de contrôle pour la critique

Texte

- sujet intéressant?
- idées originales?
- personnages identifiés?

Acteurs/Actrices

- jeu efficace?
- interactions fortes?
- personnages bien incarnés?

Mise en Scène

- efficace?
- compréhensible?
- originale?

Costumes

- simples?
- pertinents?
- beaux?

Maquillage

- pertinent?
- original?
- subtil?
- efficace?

Bande Son

- efficace?
- nécessaire?

Mixage

- audible?
- synchronisé?

Montage

- enchaînement logique?
- rythme captivant?
- compréhensible?

Photographie

- dynamique?
- originale?
- efficace?

Animation

- dynamique?
- originale?
- bien dessinée?

Adaptée de « La critique ou le commentaire » dans Trépanier, André. *Les médias dans la salle de classe: Activités d'intégration*. Toronto: CLF/OSSTF/FEESO.

Annexe 3.9

Étapes à suivre dans la rédaction d'une critique

L'amorce (une phrase ou deux)
présentez le film en question

Le déclencheur (une phrase ou deux)
présentez votre point de vue en évoquant un moment frappant du film, une anecdote, etc.

L'argumentation (plusieurs paragraphes)

- présentez les arguments sur lesquels s'appuient votre opinion
- présentez les exemples bien précis du film qui tentent à prouver que vous avez raison (voir les critères dans la liste de contrôle, Annexe 3.8)

La clôture (un paragraphe)

- résumez brièvement votre opinion (deux ou trois phrases)
- concluez par une idée frappante: une question, une pensée philosophique, une plaisanterie, etc.

Adaptée de « Pour rédiger une opinion » dans Jean, Gladys. *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education 1996.

Annexe 3.10

Grille d'évaluation pour: critique de cinéma

Catégorie	Niveau 1 (50 – 59 %)	Niveau 2 (60 – 69 %)	Niveau 3 (70 – 79 %)	Niveau 4 (80 – 100 %)
Connaissances : La terminologie cinématographique	- démontre une maîtrise limitée de la terminologie	- démontre une assez bonne maîtrise de la terminologie	- démontre une bonne maîtrise de la terminologie	- démontre une très bonne maîtrise de la terminologie
Les pronoms relatifs	- démontre une maîtrise limitée des pronoms	- démontre une assez bonne maîtrise des pronoms	- démontre une bonne maîtrise des pronoms	- démontre une très bonne maîtrise des pronoms
Pensée critique : Suite logique des idées à travers l'amorce, le déclencheur, l'argumentation et la clôture.	- manque, plus ou moins, de cohérence dans la suite des idées	- suite logique des idées assez cohérente	- une cohérence assez serrée	- très cohérent, perspicace
Application : Intégration des éléments de la cinématographie (ex., <i>bande son, montage, etc.</i>) dans la discussion. Respect des directives données.	- certains éléments manquaient - n'a pas suivi les directives	- la majorité des éléments s'y retrouvaient - respect de quelques directives	- bonne application des éléments - respect de la plupart des directives	- très bonne intégration des éléments dans l'argumentation - respect de toutes les directives
Communication : Clarté des idées. Richesse du vocabulaire et usage des expressions. Conventions langagières.	- communication des idées pas claires - vocabulaire parfois erroné - conventions parfois erronées	- communication des idées assez claires - vocabulaire assez juste - conventions erronées par moments	- idées communiquées clairement - vocabulaire approprié - conventions plus ou moins maîtrisées	- idées claires et précises - vocabulaire très précis - conventions appropriées

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.