

*Public and Catholic District School Board Writing Partnerships*

# Course Profile Immersion French

Grade 11  
University Preparation  
FIF3U

• *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.

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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.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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### **Acknowledgments**

Public and Catholic District School Board Writing Teams – Immersion French

Project Manager  
Joe Bitonti

Catholic Writing Team  
Agnes Ellies  
Suzanne Bignucolo  
Krista Lauzon

Public Writing Team  
Bernadette Morin-Strom  
Angie Rubio

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## Course Overview

### Immersion French, Grade 11, University Preparation, FIF3U

**Prerequisite:** French Immersion, Grade 10, Academic

**Curriculum Document:** *The Ontario Curriculum, Grades 11 and 12, French as a Second Language – Core, Extended and Immersion, 2000*

### Course Description/Rationale

This course develops knowledge and language skills through the study of Francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### How this Course Supports the Ontario Catholic School Graduate Expectations

Students will be expected to listen, speak, read, write sensitively, and respond in French in light of Gospel values. They will be expected to be responsible citizens who respect the Catholic teachings of peace, justice, and the sacredness of human life.

### Course Notes

This Course Profile demonstrates one way to organize the expectations for Immersion French, Grade 11, University Preparation from *The Ontario Curriculum, Grades 11 and 12, French as a Second Language – Core, Extended and Immersion, 2000* curriculum policy document. All Overall and Specific Expectations are addressed in these units.

The themes selected are the result of a collaboration of the Catholic and Public School Boards. The following four units are suggestions.

Each unit integrates the expectations of the three strands of Oral Communication, Reading, and Writing. Each unit includes specific reading materials to complement the theme and relevant websites, where applicable. Teachers are encouraged to add other current available resources. There is a culminating activity in each unit that focuses on one of the three strands but contains expectations from each strand. Teachers should allocate some periods to review previously studied language structures and new language structures should be introduced throughout the units.

### Units: Titles and Time

* Unit 1	Apprécions la francophonie	30 hours
* Unit 2	Préparons-nous à la recherche	18 hours
Unit 3	Découvrons un roman	35 hours
Unit 4	Appuyons notre opinion	27 hours

\* These units are fully developed in this Course Profile.

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## Unit Overviews

### Unit 1: Appréciations la francophonie

Time: 30 hours

#### Unit Description

Through the study of fables, short stories, poems, songs, and plays, the students will gain an appreciation of Francophone culture around the world. The culminating activity will be a comparative study of genres covered in the unit. Students will apply appropriate strategies to read, understand, interpret, and present information in light of the Gospel values.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	RE1.01, OCV.02, OCV.03, OC1.01, OC3.01, OC3.03, OC3.05, REV.01, RE1.02, RE1.05, RE2.01, WRV.04, WR1.01, WR1.06, WR2.02, CGE 2b, CGE 2c, CGE 2d, CGE 3c, CGE 3d, CGE 3e	Thinking/Inquiry Communication Application Knowledge/ Understanding	Discover Fables
2	REV.02, REV.03, RE1.01, RE1.03, RE2.01, RE2.02, RE2.05, OC3.05, WRV.02, WRV.03, WR1.01, WR2.05, CGE 2b, CGE 2d, CGE 3e, CGE 4b, CGE 7f, CGE 7g	Thinking/Inquiry Knowledge/ Understanding Application Communication	Multicultural poems and songs
3	REV.01, REV.02, RE2.05, OCV.02, OCV.03, OC2.04, OC3.04, OC3.05, WR1.01, WR1.06, CGE 2c, CGE 3c	Thinking/Inquiry Knowledge/ Understanding Communication Application	Short Stories
4	REV.01, REV.03, OC3.04, OC3.05, CGE 4b	Knowledge/ Understanding Thinking/Inquiry	Excerpts from famous plays
5	RE1.03, RE2.03, WRV.03, WR2.01, CGE 5b	Thinking/Inquiry Communication	Comparative Study of Genres

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## Unit 2: Préparons-nous à la recherche

Time: 18 hours

### Unit Description

The students will learn the methodology and the steps required to produce a literary/research essay. The strategies included in this unit are: brainstorming activities, the dissection of an example, the development of a plan and the writing of a 1000-1500 word research essay based on a literary topic. The students will use a variety of resources including the Internet, books from the Library/Resource Centre and various journals. The writing task will be assigned at the end of this unit, however, time will be allocated for research in the following two units.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.02, OC3.01, OC3.05, REV.02, REV.03, RE2.03, CGE 2a, CGE 5e	Knowledge/ Understanding Thinking/Inquiry	Different types of research
2	REV.02, OCV.02, CGE 2b CGE 4f	Thinking/Inquiry Communication	Available Resources
3	REV.01, REV.02, REV.03, RE1.05, RE2.01, RE2.04, RE2.05, OCV.02, OC3.05, WRV.01, WRV.02, WRV.03, WRV.06, CGE 2a	Thinking/Inquiry Communication Application	Elements of an Essay
4	WR1.04, WR1.05, WR2.02, WR2.04, OC2.03, CGE 1d, CGE 2c, CGE 2d, CGE 2e, CGE 3b	Application Thinking/Inquiry	Writing the Essay

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### Unit 3: Découvrons un roman

Time: 35 hours

#### Unit Description

The students will read a literary novel from a Francophone author. Through the analysis of the characters, the plot, and the themes, the students will gain a thorough understanding of the intricacies, cultural background, and era of the novel under study. In the culminating activity, the students will dramatize an alternate ending or a sequel to the novel. The study of the novel will emphasize the view of a Christ-centred person respectful of the diversity and interdependence of the world's peoples and cultures.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	RE1.05, WRV.03, WR2.01, WR2.02, WR2.03, WR2.06, CGE 2b	Thinking/Inquiry Communication Application Knowledge/Understanding	Get to know the author and the era through a biography
2	OCV.03, OC3.01, REV.03, RE1.04, RE2.01, RE2.02, CGE 2b	Communication Knowledge/Understanding Thinking/Inquiry Application	Discover the novel through reading
3	REV.03, RE1.04, RE2.01, OC3.02, WRV.03, WR2.01, CGE 2b	Thinking/Inquiry Application Communication Knowledge/Understanding	Discover the characters
4	REV.03, WR1.01, WRV.04, CGE 2b	Knowledge/Understanding Thinking/Inquiry Communication/ Application	Study the plot
5	OC2.04, WR1.06, OCV.03, OC2.04, CGE 2b	Thinking/Inquiry Communication	Analyse the themes
6	OCV.03, OC3.01, OC3.02, OC3.05, CGE 2b, CGE 2c	Communication Knowledge/Understanding Application	Create and dramatize an alternate ending or sequel

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## Unit 4: Appuyons notre opinion

Time: 27 hours

### Unit Description

The students will read and view various forms of Francophone non-fiction and respond to them orally and in writing. The students will learn how to lead a group discussion and participate in various debates. The culminating activity will be to debate a supported opinion on a controversial issue the students have researched. Students will apply appropriate strategies to locate, read, and understand information founded on the universal values of peace, justice, and solidarity. They will also demonstrate their critical and ethical understanding through discussion and writing using Christian values.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	OCV.01, OCV.03, OC1.01, OC1.02, OC1.03, CGE 1d, CGE 2a	Knowledge/Understanding Thinking/Inquiry Application	View a documentary and react to issues expressed through a class discussion
2	OCV.03, OC2.02, OC3.03, OC3.05, CGE 2c, CGE 4a, CGE 5e	Communication Application	Learn how to lead a group discussion
3	RE1.05, WRV.01, WRV.02, WRV.03, WR1.02, CGE 2b	Thinking/Inquiry Communication	Read and respond in writing to a non-fiction text
4	RE1.05, RE2.04, WR1.03, WR1.06, WR2.01, WR2.02, WR2.03, WR2.06, CGE 1d, CGE 4g	Thinking/Inquiry Application Communication Knowledge/Understanding	Find, read and write a supported opinion on a current controversial issue
5	OCV.02, OC2.01, OC2.02, OC2.04, CGE 2a, CGE 2c	Knowledge/Understanding Thinking/Inquiry Communication	Present their supported opinion and lead a debate

### Teaching/Learning Strategies

The Teaching/Learning Strategies outlined in these units are directly linked to the learning expectations and their corresponding assessment strategies. They have also been developed to maintain the students' interest and involvement in order to maximize student achievement. Teachers should review Unit Planning Notes and the Teaching/Learning Strategies chart appropriate to the specific unit for optimum delivery of course material. (See Teaching/Learning Strategy table.)

## Assessment & Evaluation of Student Achievement

Teaching/Learning Strategies	Assessment & Evaluation of Student Achievement
<p>Instructional strategies include the following:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Buddy system</li> <li>• Cloze</li> <li>• Collaborative/cooperative learning</li> <li>• Community involvement</li> <li>• Computer assisted learning</li> <li>• Conferencing</li> <li>• Debating</li> <li>• Demonstration</li> <li>• Direct teaching</li> <li>• Directed reading-thinking activity</li> <li>• Discussion</li> <li>• Expository text frames</li> <li>• Expressing another point of view</li> <li>• Guided reading</li> <li>• Guided writing</li> <li>• Homework</li> <li>• Improvisation</li> <li>• Independent reading/study</li> <li>• Memorizing</li> <li>• Mnemonic devices</li> <li>• Note making</li> <li>• Open-ended questions</li> <li>• Oral explanation</li> <li>• Peer practice</li> <li>• Read aloud</li> <li>• Reading response</li> <li>• Research</li> <li>• Review</li> <li>• Role playing</li> <li>• Semantic feature analysis</li> <li>• Technology</li> <li>• Writing process</li> </ul>	<p><i>Assessment Tools:</i></p> <ul style="list-style-type: none"> <li>• Anecdotal record</li> <li>• Checklist</li> <li>• Rating scale</li> <li>• Rubric</li> <li>• Marking scheme</li> </ul> <p><i>Assessment Strategies:</i></p> <ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Conference</li> <li>• Essay</li> <li>• Interview</li> <li>• Observation</li> <li>• Performance task</li> <li>• Portfolio</li> <li>• Questions and answers</li> <li>• Quizzes, tests, examinations</li> <li>• Select response</li> <li>• Self assessment</li> </ul>

### Reporting Student Achievement

A final grade is recorded for the Grade 11 French Immersion course and a credit is granted if the student's grade is 50 % or higher.

The final grade is determined as follows:

- 70 % of the grade is based on assessment and evaluations throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- 30 % of the grade is based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

## Accommodations

Teachers should refer to exceptional students' IEPs. The following chart lists some accommodations according to the strands.

Oral Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"> <li>• provide organizational strategies to assist in the preparation of planned oral presentations (e.g., speeches)</li> <li>• provide extra time for processing</li> <li>• provide many opportunities to develop oral language skills</li> <li>• involve student in school, area and/or provincial events (e.g., <i>Concours Oratoire</i>)</li> <li>• allow student to tape lessons for more intensive review at a later time</li> <li>• support oral instruction with print or visual aids whenever possible</li> <li>• provide a written summary for videos and films for hard of hearing students</li> </ul>	<ul style="list-style-type: none"> <li>• match reading materials to the student's reading level</li> <li>• encourage oral discussion prior to and after reading to increase the student's level of comprehension</li> <li>• provide opportunities for alternate modes for information sharing (e.g., videos, plays, graphics, tapes) and to support reading comprehension</li> <li>• provide appropriate technology for screen readers</li> <li>• allow additional time for completion of reading activities</li> <li>• provide enlarged, taped books or Braille</li> </ul>	<ul style="list-style-type: none"> <li>• encourage the student to ask for clarification</li> <li>• provide models of the writing process</li> <li>• have the student use a computer for word processing, proofreading, editing</li> <li>• provide frequent opportunities for feedback on the student's draft writing</li> <li>• allow additional time for submission of writing and/or assist the student with 'chunking' the writing assignment for draft submission</li> <li>• teach visual strategies for note making (e.g., diagram/picture to represent content)</li> <li>• provide opportunities to write for a variety of purposes: class play, school newspaper, pamphlets, advertising, scripts</li> <li>• provide reinforcement exercises for extra practice</li> </ul>	<ul style="list-style-type: none"> <li>• adapt the assessment format (e.g., oral, practical demonstration, interview, construction, tape-recorded test)</li> <li>• read or clarify questions and encourage student to rephrase questions, in his/her own words</li> <li>• highlight key words or phrases for emphasis</li> <li>• make use of oral tests or provide the student with a reader or a scribe</li> </ul>

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## Resources

### Note Concerning Permissions

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.

Teachers are encouraged to use the resources that are available in their own school. They may choose Francophone fables, songs, poems, plays, novels, documentaries and short stories at their own discretion.

Beaumont, Yvonne and Blais, Réjean. *Propos*. Montreal: Guérin, 1986. ISBN 0 7601 1391 4

Bescherelle: *L'art de conjuguer*. Montreal: Éditions Hurtibise, 1998. ISBN 2-89428-259-1

Beelen Woody, Diane. *Pratique de l'écriture, Niveau intermédiaire 2*. Toronto: Addison Wesley, 1996. ISBN 0 201 83601 7

Boyles, Sadie M., Langridge, Gertrude A. et al. *Chacun son goût*. Don Mills: Academic Press Canada, 1969. ISBN 0 7747 1080 2

Brearley, Katherine T. et McBride, Rose-Blanche. *Nouvelles du Québec*. Scarborough: Prentice Hall Canada inc., 1988. ISBN 0 13 625450 0

Carter, Bonnie et Bolger, Georgette. *Getting Assessment Right: French As a Second Language, Grades 9 and 10*. Barrie: Data Based Directions, 2000. ISBN 1-894369-15-7

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Connolly, Anne-Marie. *Messages et Discours*. Montreal: Guérin, 1992. ISBN 2 7601 2416 9

Delson-Karan, Myrna. "Les symboles dans la Petite Poule d'eau de Gabrielle Roy". *The Canadian Modern Language Review*, V. 43 (January 1987): 357-363

David, Michel. *Parole Vivantes*. Montreal: Guérin, 1992. ISBN 2-7601-2451-7

DeRoussy de Sales, R. *Histoires célèbres*. Lincolnwood, Illinois: National Textbook Company, 1993. ISBN 0-8442-1204-3

Ed. Manson, J.E. *Contes Choisis de Guy de Maupassant*. Toronto: Irwin Publishing, 1967. ISBN 07720 0444 7

Harvey, Carol. "Le Mur de Jean-Paul Sartre Techniques et philosophie de la caractérisation." *The Canadian Modern Language Review*, V. 43 (October 1986): 79-86

*Je me souviens, Coffret commémoratif de la chanson québécoise*, MUSICOR, GSIMUSIQUE

La Fontaine, Jean de. *Fables Choies Tome 1*. Paris: Librairie Larousse, 1971. ISBN 2-03-870076-1

La Fontaine, Jean de. *Fables Choies Tome 2*. Paris: Librairie Larousse, 1971. ISBN 2-03-034506-7

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris: Les Éditions Bordas

Mollica, Anthony, La Rochelle, Bernadette et al. *Reflets d'un pays, poèmes et chansons: Guide pédagogique*. Toronto: Ed. Soleil Publishing inc., 1991. ISBN 0 921831 07 2

Mollica, Anthony et La Rochelle, Bernadette. *Reflets d'un pays, poèmes et chansons*. Toronto: Ed. Soleil Publishing inc., 1990. ISBN 0 921831 03 X

Maupassant, Guy de. *Contes et nouvelles*. Paris: Albin Michel, 1957.

Renaud, Laurier. *Protocole de la présentation et de la rédaction des travaux écrits*. Montreal: Guérin, 1988. ISBN 2 7601 2263 8

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Robertson, Hugh. *The Research Essay*. 4th ed. Toronto: Piperhill Publications, 1999. ISBN 0-9693068-6-5

Roy, Gabrielle. *Rue Deschambault*. Montreal: Beauchemin, 1967.

Thériault, Yves. *Aaron*. Montreal: Collection “Québec 10/10”. Les Quinze, 1981. ISBN 2 89026 282 0

Thompson, Peter S. *Littérature du monde francophone: une anthologie*. Lincolnwood, Illinois: National Textbook Company in Canada, 1998. ISBN 0 8442 1588 0

Von der Porten, Edward. *Write in Style*. Logan: The Perfect Form Company, 1981.

Walker, David and Walker, Muriel. *Pratique de la lecture: Niveau Intermédiaire 2*. Toronto: Addison Wesley. 1996. ISBN 0 201 836 2 3

### **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-Press

- <http://www.wash.afp.com/francais/liens>

List of Francophone media links

French Language News and Magazines site from MIT

- <http://www.wash.afp.com/francais/liens/>

Guide de Rédaction des Travaux Universitaires

- <http://www.uottawa.ca/academic/socsci/guide-fr.html>

- <http://www.ctf-fce.ca/>

L'Actualité Politique, Sociale et Culturelle de nombreux pays francophones

- <http://clicnet.swarthmore.edu/presse.ecrite.html>

Journal de Montréal

- <http://www.journaldemontreal.com/>

Journal de Québec

- <http://www.journaldequebec.com/>

La Presse

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

Le Devoir

- <http://www.ledevoir.com/>

Radio Canada Francomania

- <http://radio-canada.ca/francomania>

Guy de Maupassant

- <http://www.bartleby.com/195/1020.html>

Jean-Paul Sartre

- <http://members.aol.com/DonJohnR/Philosophy/Sartre.html>

### **OSS Considerations**

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 11 and 12, French as a Second Language-Core, Extended, and Immersion French, 2000*.

The Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 to 12, Program Planning and Assessment 2000*.

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## Coded Expectations, French Immersion, Grade 11, University, FIF3U

### Oral Communication

#### Overall Expectations

**OCV.01** · demonstrate an understanding of various forms of media works (e.g., films, television documentaries);

**OCV.02** · express ideas and opinions relating to a variety of 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** – identify and demonstrate an understanding of a range of accents as well as some dialects from the francophone world (e.g., accents and expressions from different regions of France and Canada);

**OC1.02** – react to issues expressed in media reports, films, oral presentations (e.g., by analysing and agreeing or disagreeing with the point of view put forward);

**OC1.03** – identify and interpret the emotion and intention of a speaker (e.g., by interpreting tone of voice, facial expressions, gestures, and nuances of language).

##### Speaking

**OC2.01** – defend or refute a point of view as a follow-up to a classroom experience (e.g., participate in a panel discussion after viewing a film or a play or reading a poem);

**OC2.02** – lead a group discussion on a particular topic by encouraging individual participation, asking questions to stimulate an exchange of views, clarifying and summarizing ideas and comments put forward, and moderating the discussion;

**OC2.03** – present an independently researched paper (15–20 minutes in length) based on a literary topic (e.g., the relationship between authors' works and the period in which they wrote), and respond to questions from the audience;

**OC2.04** – debate formally and informally issues arising from their reading of literary and other works.

##### Application of Language Conventions

**OC3.01** – recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

**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** · read a variety of literary and other works to gain an appreciation of francophone culture around the world;

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

**REV.03** · identify and understand language conventions used in their reading materials.

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## Specific Expectations

### Comprehension and Response to Text

- E1.01** – interpret the message contained in poems, songs, or fables written by a variety of authors (e.g., Rénaud Séchan, Gilles Vigneault, La Fontaine);
- RE1.02** – identify and describe a recurring theme (e.g., childhood experiences) in the works of a particular author (e.g., Gabrielle Roy);
- RE1.03** – compare cultural similarities and differences found in two to three French-speaking communities described in reading material;
- RE1.04** – discuss a literary work, identifying the author’s literary style and describing the characters’ development;
- RE1.05** – identify and describe the author’s purpose in a literary or non-fiction work and explain how the work reflects contemporary issues or concerns.

### Application of Language Conventions

- RE2.01** – recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);
- RE2.02** – recognize the vocabulary variations typical of different geographical areas where French is spoken (e.g., *magasiner* – Québec, *faire des courses* – France; *charrue* – Québec, *chasse-neige* – France);
- RE2.03** – compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- RE2.04** – expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- RE2.05** – use regional dictionaries (e.g., a dictionary of Canadian French) to become familiar with language diversities from region to region.

## Writing

### Overall Expectations

- WRV.01** · create written texts based on class discussions, individual research, or topics of personal interest;
- WRV.02** · write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- WRV.03** · select the appropriate form and style to communicate ideas, information, and opinions;
- WRV.04** · use correct grammar and appropriate language conventions in their written work.

## Specific Expectations

### Communication of Information and Ideas

- WR1.01** – write in a variety of forms (e.g., a *précis* of stories or articles, a newspaper article);
- WR1.02** – write letters in an appropriate style for a variety of purposes (e.g., applications, résumés, business and personal letters);
- WR1.03** – write an essay (a minimum of 500 words) that presents arguments to defend an opinion;
- WR1.04** – produce a plan for a research project, including specific questions to be answered, a list of sources to be consulted, and an estimate of the time required for each stage of the project;
- WR1.05** – write a well-organized research paper (1000–1500 words) complete with footnotes and bibliography;
- WR1.06** – revise their writing, focusing on organization and presentation of ideas.

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### **Application of Language Conventions**

**WR2.01** – recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

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

**WR2.03** – identify anglicisms used in their written work;

**WR2.04** – quote sources using appropriate footnotes and compile a bibliography for a written assignment;

**WR2.05** – use regional dictionaries (e.g., a dictionary of Acadian French) to become familiar with language diversities from region to region;

**WR2.06** – use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

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## 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.

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**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 1: Appréciations la francophonie

Time: 30 hours

### Unit Description

Through the study of fables, short stories, poems, songs, and plays, the students will gain an appreciation of Francophone culture around the world. The culminating activity will be a comparative study of genres covered in the unit. Students will apply appropriate strategies to read, understand, interpret, and present information in light of the Gospel values.

### Unit Synopsis Chart

Activity		Time	Expectations	Assessment	Task
1.1	The study of a fable	70 min	OCV.02, OC3.05, REV.01, RE1.05, CGE 2d, CGE 2b	Communication Thinking/Inquiry Knowledge/ Understanding	Read and explain a fable
1.2	The review of the past tenses and discovery of the literary tense ( <i>le passé simple</i> )	70 min	OC3.01, WR2.01, CGE 2d	Knowledge/ Understanding Application	Find the verbs in the known past tenses, discover the verbs in <i>passé simple</i> in the fable and change them into the <i>passé composé</i>
1.3	The reading and the analysis of another fable	70 min	RE1.01, RE1.02, REV.01, RE1.05, RE2.01, WRV.04, WR2.02, CGE 2d	Thinking/Inquiry Knowledge/ Understanding Communication	Read and analyse a fable using guiding questions
1.4	The creation and the presentation of a fable	210 min	OCV.03, WRV.02, WRV.04, WR1.01, WR1.06, CGE 2c, CGE 3c, CGE 3d, CGE 3e	Application Thinking/Inquiry Communication	Create, write, illustrate, and present a fable with a moral
1.5	The appreciation of a song	70 min	OCV.03, OC1.01, OC3.05, RE1.01, RE2.01, RE2.02, RE2.05, CGE 2d, CGE 7f, CGE 7g	Application Knowledge/ Understanding Thinking/Inquiry	Listen, analyse and discuss a Francophone song (French-Canadian, Acadian or Cajun)
1.6	The reading and the study of a Francophone poem from Africa	140 min	OCV.03, OC3.05, REV.03, RE1.01, CGE 2d, CGE 3e, CGE 7f, CGE 7g	Application Thinking/Inquiry Communication Knowledge/ Understanding	Read and explain a poem and apply poetic knowledge
1.7	An independent and individual analysis of a Francophone poem from Europe	70 min	RE1.01, REV.03, RE2.01, RE2.02, WR2.05, WRV.03, CGE 2b, CGE 2d	Thinking/Inquiry Knowledge/ Understanding Application Communication	Analyse and interpret a Francophone poem from Europe

1.8	The writing of a poem in verse	140 min	WRV.03, WRV.04, WR1.01, CGE 2d, CGE 3e	Thinking/Inquiry/Communication Application	Write a sonnet describing an ideal world
1.9	The reading and the analysis of a short story	140 min	OCV.03, OC2.04, OC3.05, REV.02, WRV.04, CGE 3c, CGE 4b, CGE 1i	Application Thinking/Inquiry Communication Knowledge/Understanding	Read, discuss and analyse a short story
1.10	The reading and the summary of a French-Canadian short story	70 min	REV.01, WRI.01, WRI.06, WRV.04, CGE 2c	Knowledge/Understanding Communication Application Thinking/Inquiry	Read and summarize a short story focusing on its moral values
1.11	The reading, the comprehension and the appreciation of an excerpt of a Francophone play	140 min	OCV.03, OC3.03, OC3.04, OC3.05, REV.01, REV.03, CGE 2c	Knowledge/Understanding	Read and explain an excerpt of a play taking into account its socio-economic context
1.12	The reading of three literary works of different genres	210 min	RE1.03, RE2.03, WRV.03, WR2.01, CGE 5b	Thinking/Inquiry Communication Application Knowledge/Understanding	Read and compare the form and the style of three different genres

### Activity 1.1: The study of a fable/Étude d'une fable

**Time:** 70 minutes

#### Description

The students will read a fable of La Fontaine. During a guided discussion, the students will discover the author, his language and era, and compare the social issues of the 17th century to the 21st century.

#### Strand(s) & Learning Expectations

OCV.02 - express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;

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

REV.01 - read a variety of literary and other works to gain an appreciation of Francophone culture around the world;

RE1.05 - identify and describe the author's purpose in a literary or non-fiction work and explain how the work reflects contemporary issues or concerns.

#### Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

#### Prior Knowledge & Skills

The past tenses studied in Grades 9 and 10 (Immersion)

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## Planning Notes

The teacher will ensure that the fable is appropriate for the ability of the students. Biographical and historical information about the author and his society and era will be provided.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir une fable appropriée aux étudiants</li><li>• expliquer le vocabulaire et les expressions propres à l'auteur</li><li>• présenter l'auteur et son époque</li><li>• diriger la discussion pour faire découvrir aux apprenants les questions sociales</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• lire une fable</li><li>• noter le vocabulaire, les expressions, et l'information pertinente à l'auteur et à son époque</li><li>• identifier l'intention de l'auteur dans la fable étudiée</li><li>• participer à une discussion dirigée par l'enseignant</li><li>• comparer les questions sociales du XVIIe siècle à celles du XXIe siècle</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Identify the intention of the author to compare the social issues of his century to ours	- Guided discussion - Questions and answers (oral)	- Informal observation	- Knowledge/ Understanding - Thinking/Inquiry

## Accommodations

Students may need books enlarged, taped, or brailled.

## Resources

Boyles, Sadie M., Langridge, Gertrude A. et al. *Chacun son goût*. Don Mills: Academic Press Canada, 1969. ISBN 0 7747 1080 2

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

La Fontaine, Jean de. *Fables Choisies Tome 1*. Paris: Librairie Larousse, 1971. ISBN2-03-870076-1

La Fontaine, Jean de. *Fables Choisies Tome 2*. Paris: Librairie Larousse, 1971. ISBN 2-03-034506-7

## Activity 1.2: The review of the past tenses and the discovery of the literary tense (le passé simple)/Révision des temps connus du passé et découverte du passé simple

**Time:** 70 minutes

### Description

After having reviewed the known past tenses, the students will find the verbs in the *passé simple* in the fable studied and change them to the *passé composé*.

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## Strand(s) & Learning Expectations

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43).

## Ontario Catholic School Graduate Expectations

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

## Prior Knowledge & Skills

Formation and use of the *passé composé*, *imparfait*, *plus-que-parfait*

## Planning Notes

If the fable is not conducive to this activity, the teacher will choose another one. (e.g., *Le rat des villes et le rat des champs*.)

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>réviser au tableau les temps connus du passé: formation et emploi</li><li>démontrer la conjugaison des verbes réguliers au passé simple</li><li>faire découvrir les verbes au passé simple dans la fable et guider l'apprenant à trouver son emploi en posant des questions</li><li>assigner l'exercice de transformation du passé simple au passé composé</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>revoir et noter la formation et l'emploi des temps du passé</li><li>noter la formation du passé simple des verbes réguliers</li><li>trouver les verbes au passé simple dans la fable</li><li>déduire son emploi</li><li>changer tous les verbes du passé simple au passé composé</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Discover and substitute the passé simple	- Direct teaching - Oral explanation	- Transformation exercise	- Knowledge/Understanding - Application

## Accommodations

- Support oral instruction with print or visual aids.
- Underline the verbs to be transformed.
- Allow the use of *Bescherelle*, if necessary.
- Arrange twinning of students if necessary.

## Resources

*Bescherelle: L'art de conjuguer*. Montreal: Éditions Hurtibise, 1998. ISBN 2-89428-259-1

La Fontaine, Jean de. *Fables Choisies Tome 1*. Paris: Librairie Larousse, 1971. ISBN2-03-870076-1

La Fontaine, Jean de. *Fables Choisies Tome 2*. Paris: Librairie Larousse, 1971. ISBN 2-03-034506-7

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### Activity 1.3: The reading and the analysis of another fable/ Lecture et analysed'une autre fable

**Time:** 70 minutes

#### Description

The students will independently read another fable by La Fontaine. By answering questions the students will discover the main themes, the author's intention and the Christian morals. The students will then write a composition outlining the results of their analysis.

#### Strand(s) & Learning Expectations

REV.01 - read a variety of literary and other works to gain an appreciation of Francophone culture around the world;

RE1.01 - interpret the message contained in poems, songs, or fables written by a variety of authors (e.g., Renaud Sechan, Gilles Vigneault, La Fontaine);

RE1.02 - identify and describe a recurring theme (e.g., childhood experiences) in the works of a particular author (e.g., Gabrielle Roy);

RE1.05 - identify and describe the author's purpose in a literary or non-fiction work and explain how the work reflects contemporary issues or concerns;

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

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

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

#### Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada's official languages.

#### Prior Knowledge & Skills

The writing process (introduction, development, and conclusion)

#### Planning Notes

The teacher will ensure that the themes from this fable are similar to the ones found in the first fable (e.g., critique of the society) and that the fable is appropriate for the level of the students (e.g., *La cigale et la fourmi*, *Le corbeau et le renard*)

#### Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir une fable à l'apprenant</li><li>• fournir des notes explicatives sur le vocabulaire et les expressions de l'époque</li><li>• assigner des questions de compréhension à l'écrit préalablement préparées</li><li>• corriger les questions</li><li>• expliquer le travail d'analyse à faire en devoirs (sous forme de composition)</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• lire une fable</li><li>• noter les notes explicatives</li><li>• chercher le vocabulaire inconnu dans le dictionnaire</li><li>• répondre à des questions de compréhension</li><li>• noter les réponses aux questions</li><li>• analyser la fable pour en découvrir les thèmes universels, l'intention de l'auteur, et la morale chrétienne</li><li>• rédiger une composition expliquant le résultat de son analyse</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Analyse a fable	- Guided reading - Writing process - Oral explanation	- Questions and answers - Composition	- Knowledge/ Understanding - Thinking/Inquiry

### Accommodations

- Match reading materials to the student's reading level.
- Students may need enlarged, taped, or Braille texts.
- Encourage drafts and suggest ways to improve drafts.
- Read or clarify questions.

### Resources

La Fontaine, Jean de. *Fables Choisies Tome 1*. Paris: Librairie Larousse, 1971. ISBN2-03-870076-1

La Fontaine, Jean de. *Fables Choisies Tome 2*. Paris: Librairie Larousse, 1971. ISBN 2-03-034506-7

## Activity 1.4: The creation and the presentation of a fable/ Création et présentation d'une fable

**Time:** 210 minutes

### Description

The students will create a modern fable with a moral. The students will write the fable in the past tense and will read it to the class.

### Strand(s) & Learning Expectations

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

WRV.02 - write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;

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

WR1.01 - write in a variety of forms (e.g., a précis of stories or articles, a newspaper article);

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

### Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

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.

### Prior Knowledge & Skills

Know what a fable is, past tenses, and the writing process.

### Planning Notes

The teacher will set aside two periods for the initial draft and revision of the fable. The final product will be completed outside of class time.

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## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• assigner et expliquer le travail de création</li><li>• fournir une grille d'évaluation et l'expliquer aux apprenants</li><li>• donner l'aide nécessaire aux apprenants</li><li>• jumeler les apprenants pour la révision du texte</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• trouver un thème et une morale pour sa fable</li><li>• créer un contexte et des personnages pour sa fable</li><li>• rédiger le brouillon</li><li>• faire éditer son texte par un pair</li><li>• corriger et dactylographier le produit final</li><li>• lire la fable à la classe</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Write a fable	- Writing process - Oral presentation	- Rubric - Peer evaluation of the oral presentation	- Thinking/Inquiry - Communication - Application

## Accommodations

- Provide models of the writing for the student.
- Provide frequent opportunities for feedback.
- Allow peer editing.

## Resources

*Bescherelle: L'art de conjuguer.* Montreal: Éditions Hurtibise, 1998. ISBN 2-89428-259-1

## Activity 1.5: The appreciation of a song (French-Canadian, Acadian, Cajun)/ L'appréciation d'une chanson (québécoise, acadienne, cajun)

**Time:** 70 minutes

## Description

The students will listen, discuss, and read the lyrics of a North American Francophone song. They will distinguish the accent and the idioms of the particular geographical region.

## Strand(s) & Learning Expectations

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

OC1.01 - identify and demonstrate an understanding of a range of accents as well as some dialects from the francophone world (e.g., accents and expressions from different regions of France and Canada);

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

RE1.01 - interpret the message contained in poems, songs, or fables written by variety of authors (e.g., Renaud Sechan, Gilles Vigneault, La Fontaine);

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

RE2.02 - recognize the vocabulary variations typical of different geographical areas where French is spoken (e.g., *magasiner* – Quebec, *faire des courses* – France; *charrue* – Quebec, *chasse-neige* – France);

RE2.05 - use regional dictionaries (e.g., a dictionary of Canadian French) to become familiar with language diversities from region to region.

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## Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada's official languages;

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.

## Prior Knowledge & Skills

- Language structures studied in Grade 10 (Immersion) (e.g., idiomatic expressions)
- Familiarity with different accents

## Planning Notes

The teacher will find the recording and the lyrics of a Francophone song (French-Canadian, Acadian, and Cajun) containing idioms and accents typical to that region. The teacher could provide regional dictionaries to the students.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• faire jouer une chanson</li><li>• diriger une discussion afin de découvrir le message</li><li>• donner les paroles de la chanson</li><li>• expliquer les expressions idiomatiques</li><li>• assigner et expliquer le travail de recherche de vocabulaire</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• écouter une chanson et distinguer l'accent</li><li>• discuter du message de la chanson</li><li>• lire le texte de la chanson</li><li>• noter les expressions idiomatiques ou régionales</li><li>• chercher les mots inconnus dans le dictionnaire régional, les noter et trouver le mot équivalent dans le dictionnaire français standard</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Discover the message in the song	- Questions and answers (oral)	- Anecdotal record	- Thinking/Inquiry

## Accommodations

- Provide the lyrics in written form for the hard of hearing students.
- Allow students to listen to the song several times if necessary.

## Resources

Je me souviens, Coffret commémoratif de la chanson québécoise, MUSICOR, GSIMUSIQUE

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## Activity 1.6: The reading and the study of a Francophone poem from Africa/ Lecture et étude d'un poème africain

**Time:** 140 minutes

### Description

After having reviewed the characteristics of a poem, the students will read a Francophone poem from Africa. The students will identify the themes and the messages relevant to the African culture. This will allow the students to appreciate different cultural and moral values.

### Strand(s) & Learning Expectations

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

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

REV.03 - identify and understand language conventions used in their reading materials;

RE1.01 - interpret the message contained in poems, songs, or fables written by a variety of authors (e.g., Renaud Sechan, Gilles Vigneault, La Fontaine).

### Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

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.

### Prior Knowledge & Skills

The structure of a poem (e.g., *strophe*, *rime*, *enjambement*, *métaphore*, *allitération*, etc.)

### Planning Notes

The teacher will review language structures found in the poems, if necessary.

We recommend "*Prière d'un petit enfant nègre*" by Guy Tirolien.

### Teaching/Learning Strategies

L'enseignant va :	L'apprenant va :
<ul style="list-style-type: none"><li>• présenter en révision les connaissances poétiques</li><li>• approfondir les connaissances poétiques à l'aide du poème (la césure, l'allitération, etc.)</li><li>• sélectionner un poème africain et faire lire ce poème</li><li>• faire ressortir toutes les structures poétiques</li><li>• fournir des questions pour faire ressortir les thèmes, les messages et les différences culturelles</li></ul>	<ul style="list-style-type: none"><li>• revoir les connaissances poétiques étudiées en 9e année et les noter</li><li>• noter les nouvelles connaissances poétiques</li><li>• lire un poème pour identifier les structures poétiques à l'oral</li><li>• avec un partenaire, identifier les thèmes et les messages et relever les différences culturelles à l'aide de questions fournies</li><li>• chaque paire va présenter ses découvertes oralement</li></ul>

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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Identify the themes, messages, and cultural differences	- Classroom oral presentation	- Rubric	- Knowledge/Understanding - Thinking/Inquiry - Communication - Application

### Accommodations

- Students may need enlarged, taped, or Braille books.
- Arrange for peer assistance.
- As an enrichment activity, encourage students to research the African culture on the Internet and present it to the class (e.g., ethnic foods, etc.).

### Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

## Activity 1.7: The independent and individual analysis of a poem/ Analyse individuelle d'un poème

**Time:** 70 minutes

### Description

The students will read, analyse, and interpret a Francophone European poem.

### Strand(s) & Learning Expectations

RE1.01 - interpret the message contained in poems, songs, or fables written by a variety of authors (e.g., Renaud Sechan, Gilles Vigneault, La Fontaine);

REV.03 - identify and understand language conventions used in their reading materials;

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

RE2.02 - recognize the vocabulary variations typical of different geographical areas where French is spoken (e.g., *magasiner* – Quebec, *faire des courses* – France; *charrue* – Quebec, *chasse-neige* – France);

WRV.03 - select the appropriate form and style to communicate ideas, information, and opinions;

WR2.05 - use regional dictionaries (e.g., a dictionary of Acadian French) to become familiar with language diversities from region to region.

### Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

### Prior Knowledge & Skills

A knowledge of poetry studied in Grade 9 and during the Activity 1.6

### Planning Notes

Choose a poem with a moral value (e.g., *Le déserteur* de Boris Vian, *La grasse matinée* de Jacques Prévert et *Les vieux* de Jacques Brel).

## Teaching/Learning Strategies

<p><b>L'enseignant va :</b></p> <ul style="list-style-type: none"> <li>• fournir un poème</li> <li>• assigner le travail écrit en fournissant les questions de compréhension et d'interprétation</li> <li>• expliquer les critères d'évaluation</li> </ul>	<p><b>L'apprenant va :</b></p> <ul style="list-style-type: none"> <li>• lire un poème</li> <li>• chercher le nouveau vocabulaire dans le dictionnaire</li> <li>• répondre à l'écrit à des questions de compréhension et d'interprétation pour analyser le poème</li> <li>• rédiger l'analyse du poème à partir de ses réponses</li> </ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Analyse a poem	- Questions and Answers (written) - Writing Process	- Rubric	- Knowledge/Understanding - Thinking/Inquiry - Communication - Application

## Accommodations

- Match reading materials to the student's reading level.
- Allow additional time for submission of writing.
- Provide reinforcement notes.

## Resources

Boyles, Sadie M., Langridge, Gertrude A. et al. *Chacun son goût*. Don Mills: Academic Press Canada, 1969. ISBN 0 7747 1080 2

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris: Les Éditions Bordas

## Activity 1.8: The writing of a poem in verse/Rédaction d'un poème en vers

**Time:** 140 minutes

### Description

The students will create sonnets with rhymes describing an ideal world focusing on universal and Christian values. With the permission of the students, the poems will be compiled in an anthology.

### Strand(s) & Learning Expectations

WRV.03 - select the appropriate form and style to communicate ideas, information, and opinions;

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

WR1.01 - write in a variety of forms (e.g., a précis of stories or articles, a newspaper article).

### Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

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## Prior Knowledge & Skills

Poetry knowledge acquired and reviewed thus far (Grade 9 immersion and Activity 1.7)

## Planning Notes

The teacher will review the structure of a sonnet (*deux quatrains, deux tercets; rimes embrasées dans les deux quatrains*). The anthology can be distributed to the class and/or published in the school yearbook and/or displayed in the Library/Resource Centre during Education Week.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir un exemple pour illustrer et revoir la structure d'un sonnet</li><li>• assigner le poème à rédiger en indiquant le thème</li><li>• expliquer les critères d'évaluation</li><li>• aider l'apprenant à éditer son poème</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• noter la structure d'un sonnet</li><li>• développer ses idées sous forme de toile d'araignée</li><li>• rédiger au brouillon son poème</li><li>• éditer son poème avec l'aide de l'enseignant</li><li>• corriger et dactylographier le produit final</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Write a rhyming sonnet	- Writing process	- Rubric	- Thinking/Inquiry - Communication - Application

## Accommodations

- Provide frequent opportunities for feedback on the students' draft writing.
- For an enrichment activity, the students can write the poem in "*vers alexandrins (12 pieds) ou décasyllabes.*"

## Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

David, Michel. *Parole vivantes*. Montreal: Guérin, 1992. ISBN 2-7601-2451-7

*Suggestions d'un sonnet comme modèle: Nelligan (Vaisseau d'Or)*

## Activity 1.9: The reading and the analysis of a short story/ Lecture et analyse d'une nouvelle littéraire

**Time:** 140 minutes

### Description

The students will read, discuss, and analyse a short story such as, *Une vendetta*, by Maupassant. In a written reflection, the students will develop a theme, such as revenge, by contrasting it with the Gospel values (forgiveness, love of your neighbour, etc.).

### Strand(s) & Learning Expectations

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

OC2.04 - debate formally and informally issues arising from their reading of literary and other works;

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

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

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

### Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4b - demonstrates flexibility and adaptability;

CGE 1i - integrates faith with life.

### Prior Knowledge & Skills

Past tenses and literary knowledge acquired in the previous activities.

### Planning Notes

The teacher can use this text to review the *passé simple*.

### Teaching/Learning Strategies

<p><b>L'enseignant va :</b></p> <ul style="list-style-type: none"> <li>• présenter la structure d'une nouvelle littéraire (Annexe 1.9a)</li> <li>• poser des questions de compréhension et d'analyse</li> <li>• diriger une discussion sur le thème principal</li> <li>• assigner la réflexion écrite et expliquer les critères d'évaluation</li> </ul>	<p><b>L'apprenant va :</b></p> <ul style="list-style-type: none"> <li>• noter la structure d'une nouvelle littéraire</li> <li>• lire une nouvelle littéraire</li> <li>• répondre oralement à des questions de compréhension et d'analyse</li> <li>• participer à la discussion</li> <li>• rédiger une réflexion analysant le thème de la vengeance et le contrastant aux préceptes évangéliques</li> </ul>
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### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
Analyse the theme of revenge and contrast it with the Gospel values	- Questions and answers - Written reflection	- Informal observation - Checklist	- Knowledge/Understanding - Thinking/Inquiry - Communication

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## Accommodations

- Refer to IEP for individual accommodations.
- Students may need enlarged, taped, or Braille books.
- As an enrichment activity, students can write an alternate ending to the short story in light of Gospel values.

## Resources

Beaumont, Yvonne and Blais, Réjean. *Propos*. Montreal: Guérin, 1986.

ISBN 0 7601 1391 4

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

## Appendices

Annexe 1.9a

## Activity 1.10: The reading and the summary of a French-Canadian short story/ Lecture et résumé d'une nouvelle littéraire canadienne-française

**Time:** 70 minutes

### Description

The students will read a French-Canadian short story provided by the teacher. They will summarize the short story in the past tense by bringing out the moral values present in the story.

### Strand(s) & Learning Expectations

REV.01 - read a variety of literary and other works to gain an appreciation of francophone culture around the world;

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

WR1.01 - write in a variety of forms (e.g., a précis of stories or articles, a newspaper article);

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

### Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

### Prior Knowledge & Skills

How to summarize and how to use the different tenses of the past

### Planning Notes

If allocated class time is insufficient, the teacher will assign the rest of the work for homework. The teacher should choose a short story with a moral value that is appropriate for the grade level of the students. (The short story *La petite vieille aux coquillages* by Marcel Godin is suggested.)

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"> <li>fournir une nouvelle littéraire</li> <li>expliquer le travail et les critères d'évaluation</li> </ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"> <li>lire silencieusement une nouvelle littéraire fournie par l'enseignant</li> <li>rechercher le vocabulaire difficile pour faciliter la compréhension</li> <li>rédiger le résumé de cette nouvelle littéraire en faisant ressortir les valeurs morales</li> <li>éditer son travail et le remettre au propre</li> </ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Summarize a short story by highlighting moral values	- Written summary	- Rubric	- Knowledge/Understanding - Thinking/Inquiry - Communication - Application

## Accommodations

- Refer to exceptional student's IEP for individual accommodations.
- Students may need enlarged, taped, or Braille books.
- Match reading material to the student's reading level.
- Support oral instruction with print or visual aids.
- As an enrichment activity, students can summarize the story in the *passé simple*.

## Resources

*Bescherelle: L'art de conjuguer*. Montreal: Éditions Hurtibise, 1998. ISBN 2-89428-259-1

Brearley, Katherine T. et McBride, Rose-Blanche. *Nouvelles du Québec*. Scarborough: Prentice Hall Canada Inc., 1988. ISBN 0 13 625450 0

## Activity 1.11: The reading, the comprehension, and appreciation of an excerpt of a Francophone play/Lecture, comprehension, et appréciation d'un extrait de pièce francophone

**Time:** 140 minutes

## Description

The students will read an excerpt from a Francophone play and discuss its socio-economic and/or historical context. They will dramatize this excerpt.

## Strand(s) & Learning Expectations

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

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;

REV.01 - read a variety of literary and other works to gain an appreciation of francophone culture around the world;

REV.03 - identify and understand language conventions used in their reading materials.

## Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

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### Prior Knowledge & Skills

The students know how to look for cues given by the author (e.g., facial expressions, intonation, gestures, etc.).

### Planning Notes

An excerpt of “*Les belles soeurs*” by Michel Tremblay and an excerpt of “*Le malade imaginaire*” by Molière are very appropriate for this activity.

### Teaching/Learning Strategies

<b>L’enseignant va :</b> <ul style="list-style-type: none"><li>• fournir l’extrait de pièce</li><li>• expliquer le vocabulaire et les expressions difficiles</li><li>• diriger une discussion en posant des questions pour expliquer le contexte socio-économique de cet extrait</li><li>• grouper les apprenants pour dramatiser cet extrait</li></ul>	<b>L’apprenant va :</b> <ul style="list-style-type: none"><li>• lire l’extrait de pièce assigné</li><li>• participer à la discussion en répondant aux questions</li><li>• jouer un rôle devant la classe lors de la dramatisation</li></ul>
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### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Dramatize an excerpt of a play	- Classroom presentation	- Anecdotal record	- Communication - Application

### Accommodations

As an enrichment activity, students can re-write the excerpt in standard French.

### Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

## Activity 1.12: The reading of three literary works of different genres/ Lecture de trois oeuvres de genres et d’origines divers

**Time:** 210 minutes

### Description

The students will do a thematic and cultural comparative study of three different genres. These genres will be chosen by the teacher to consolidate the previous knowledge acquired during the study of fables, poems, short stories, and excerpts of plays. This comparative study will be presented in the form of an essay.

### Strand(s) & Learning Expectations

RE1.03 - compare cultural similarities and differences found in two to three French-speaking communities described in reading material;

RE2.03 - compare and contrast the form and style of various genres;

WRV.03 - select the appropriate form and style to communicate ideas, information, and opinions;

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43).

### Ontario Catholic School Graduate Expectations

CGE5b - thinks critically about the meaning and purpose of work.

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## Prior Knowledge & Skills

- Familiarity with the various genres chosen by the teacher
- Knowledge acquired during the previous activities
- Familiarity with the writing process

## Planning Notes

The teacher locates a fable, a poem, and a short story or another genre containing one or several common themes written by different authors from different eras and origins.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir les textes des trois genres différents</li><li>• expliquer le travail de dissertation et de comparaison (analyse des thèmes et des éléments culturels communs, comparaison de la forme et du style des trois oeuvres en faisant ressortir les caractéristiques de chaque genre, le processus d'écriture)</li><li>• expliquer les critères d'évaluation (analyse et comparaison des thèmes communs)</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• lire les textes des trois genres fournis par l'enseignant</li><li>• chercher le vocabulaire nouveau</li><li>• analyser les thèmes et éléments culturels communs</li><li>• comparer à l'écrit la forme et le style de ces trois oeuvres en faisant ressortir les caractéristiques de chacun des genres</li><li>• rédiger et éditer l'analyse et sa comparaison sous forme de dissertation (introduction, développement et conclusion) et mettre son travail au propre</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Compare three genres	- Comparative Essay	- Rubric	- Knowledge/Understanding - Thinking/Inquiry - Communication - Application

## Accommodations

- Match reading materials to the student's reading level.
- Allow additional time for the submission of writing.
- Allow peer editing.
- Allow the use of course notes.

## Resources

Brearley, Katherine T. et McBride, Rose-Blanche. *Nouvelles du Québec*. Scarborough: Prentice Hall Canada Inc., 1988. ISBN 0 13 625450 0

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

La Fontaine, Jean de. *Fables Choisies Tome 1*. Paris: Librairie Larousse, 1971. ISBN2-03-870076-1

La Fontaine, Jean de. *Fables Choisies Tome 2*. Paris: Librairie Larousse, 1971. ISBN 2-03-034506-7

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## **Annexe 1.9a**

### **Description**

#### **La nouvelle littéraire :**

- est un court récit de fiction qui concentre l'attention des lecteurs/lectrices sur les réactions des personnages
- est vraisemblable, réaliste
- a peu de personnages
- émotions, sentiments, et actions des personnages bien développés
- l'action est simple et se déroule vite
- le dénouement peut être inattendu

#### **Structure de la nouvelle littéraire :**

- situation initiale
- événement déclencheur
- péripéties
- point culminant
- dénouement
- situation finale

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## Unit 2: Préparons-nous à la recherche

**Time:** 18 hours

### Unit Description

The students will learn the methodology and the steps required to produce a literary/research essay. The strategies included in this unit are: brainstorming activities, the dissection of an example, the development of a plan and the writing of a 1000-1500 word research essay based on a literary topic. The students will use a variety of resources including the Internet, books from the Library/Resource Centre and various journals. The writing task will be assigned at the end of this unit, however, time will be allocated for research in the following two units.

### Unit Synopsis Chart

	Activity	Time	Expectations	Assessment	Task
1	Different types of research	Total: 200 min			
1.1	What do the students know?	20 min	OCV.02, OCV.03, OC3.01, OC3.05	Communication Thinking/Inquiry	Brainstorm the different types of research that exist.
1.2	Comparison of a variety of research papers with an emphasis on the thesis and the arguments	120 min	REV.02, REV.03, RE2.03	Knowledge/ Understanding Thinking/Inquiry	Read and compare extracts from a variety of essays and classify them. *Annexe 1
1.3	Examining different styles and their usage in a research paper	60 min	OCV.02, REV.02, RE2.03	Thinking/Inquiry	Discover the different styles in the essays * Annexe 2
2	Available resources	Total: 370 min			
2.1	The study of two short stories to discover the literary elements and possible subjects for students' research	160 min	REV.01, REV.02, REV.03, RE1.05	Knowledge/ Understanding Thinking/Inquiry	Read two short stories to discover how literary elements are used. With the help of the teacher, decide on a thesis.
2.2	How to proceed when doing research	30 min	REV.02, OCV.02	Knowledge/ Understanding	Explore and discuss different tools available for researching a topic in the Library/Resource Centre.

2.3	Note-taking skills	20 min	WRV.01, WRV.02	Knowledge/ Understanding Thinking/Inquiry	Take notes and organize them in usable formats for writing essays.
2.4	Research in the Library/Resource Centre in a specific topic	160 min	RE2.04, RE2.05, REV.03	Knowledge/ Understanding	Research the chosen subject in the Library/Resource Centre. Take notes that will accompany the final draft.
3	Elements of an essay	Total: 60 min			
3.1	Protocol of an essay	60 min	OCV.02	Communication	Use standardized protocol in the essay. *Annexe 3
4	Writing the essay	Total: 450 min			
4.1	Writing the basic outline of the essay	100 min	WR1.04, WRV.03, WR2.06	Communication Application	Start the writing of the research essay.
4.2	First Draft/Final Product	200 min	RE2.01, WR1.05, WR1.06, WR2.01, WR2.02, WR2.03, WR2.04, WRV.04	Communication Application	Write the first draft and the final product on the chosen topic. *Annexe 3
4.3	Presentation	150 min	OC2.03, OC3.01, OC3.02, OC3.04, OC3.05, OCV.03, OC3.05	Communication Application	Present the essay to the class. *Annexe 4

### Activity 1.1: What do the students know?/Découvrir les connaissances de l'apprenant

**Time:** 20 minutes

#### Description

Students will learn to identify different types of research essays, using a brainstorming format. At the end of this activity, the teacher will distribute and explain the final task – to write and present a research/literary essay of 1000 to 1500 words.

#### Strand(s) & Learning Expectations

OCV.02 - express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;

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

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);  
 OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech.

**Prior Knowledge & Skills**

The knowledge acquired to this point.  
 Reference: *The Ontario Curriculum, Grades 9 and 10, French as a Second Language*, pp. 41-42 (writing expectations and language structures)

**Planning Notes**

The teacher will discover what kinds of research the students have studied. If there are important gaps, the teacher will ensure that students understand the vocabulary used in research/literary essays.  
 Examples: scientific essays, literary essays, historic essays  
 Vocabulary: statistics, graphs, thesis, arguments, sources (primary, secondary), work cited, quotations, etc.

**Teaching/Learning Strategies**

<p><b>L’enseignant va :</b></p> <ul style="list-style-type: none"> <li>• d’une façon socratique faire ressortir les étapes à suivre quand on fait une dissertation de recherche (e.g., : thèse, arguments, points d’appui...)</li> <li>• commencer avec une question (e.g., : Qui fait une recherche et pourquoi? Comment fait-on une recherche?)</li> <li>• faire ressortir et expliquer le vocabulaire, (e.g., : ressources primaires, secondaires, tertiaires, bibliographie, style, citation, etc.)</li> </ul>	<p><b>L’apprenant va :</b></p> <ul style="list-style-type: none"> <li>• Fournir ses connaissances sur la recherche dans une discussion dirigée par l’enseignant</li> </ul>
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**Assessment & Evaluation of Student Achievement**

Purpose	Strategy	Tool	Category
- Assess oral communication	- Brainstorming	- Checklist	- Communication; - Thinking/Inquiry

**Accommodations**

- Aid in oral communication by providing precise vocabulary
- Peer assistance

**Resources**

Beelen Woody, Diane. *Pratique de l’écriture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83601-7  
 Renaud, Laurier. *Protocole de présentation et de rédaction des travaux écrits*. Montréal: Guérin, 1988. ISBN-2-7601-2263-8  
 Robertson, Hugh. *The Research Essay*. 4e éd. Toronto: Piperhill Publications, 1999. ISBN 0-9693068-6-5  
 Von der Porten, Edward. *Write In Style*. Logan: The Perfection Form Company, 1981.

## Activity 1.2: Comparison of a variety of research papers with an emphasis on the thesis and the arguments/Comparer une variété de recherches

**Time:** 120 minutes

### Description

With the help of the teacher, students will read and compare a variety of different excerpts from literary essays to underscore the structure and thought process involved in writing a literary essay (e.g., thesis, arguments, sources used). Each group will present the thesis, quotations, sources, and arguments found in each example supplied.

### Strand(s) & Learning Expectations

REV.02 - interpret a wide range of texts and apply the knowledge acquired in other contexts;  
RE2.03 - compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels).

### Prior Knowledge & Skills

Students will put into practice the knowledge acquired regarding literary essays that they learned in the brainstorming Activity 1.1.

### Planning Notes

The teacher will provide excerpts from a variety of literary essays. The language should be at an appropriate grade level. Emphasis will be placed on how the author states the thesis and supports it in a logical fashion. Annexe 1 can be used for this activity.

### Teaching/Learning Strategies

<p><b>L'enseignant va :</b></p> <ul style="list-style-type: none"> <li>fournir des exemples de diverses dissertations littéraires (Les symboles dans la Petite Poule d'eau de Gabrielle Roy et Le Mur de Jean-Paul Sartre Techniques et philosophie de la caractérisation)</li> <li>expliquer le vocabulaire clé</li> <li>diriger la discussion pour faire découvrir aux apprenants les caractéristiques uniques aux dissertations littéraires</li> </ul>	<p><b>L'apprenant va :</b></p> <ul style="list-style-type: none"> <li>lire des extraits de diverses dissertations littéraires</li> <li>participer à une discussion dirigée par l'enseignant</li> <li>identifier les caractéristiques d'une dissertation littéraire</li> <li>travailler en groupe de deux ou trois et présenter oralement leur exemplaire à la classe</li> </ul>
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### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Assess understanding of elements in a research essay	- Group Work	- La logique d'un travail de recherche (Annexe 1) et la grille d'évaluation (Annexe 4)	- Knowledge/Understanding; - Thinking/Inquiry

### Accommodations

- Choose a variety of literary essays to accommodate varying comprehension.
- Enlarge or tape-record text.
- Provide extra explanation or notes to students that need them.

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## Resources

Annexe 1- *La logique d'un travail de recherche*

*La liste d'exemples tirés de chaque groupe*

*Les thèmes sont aux choix de l'enseignant (comparaison/traitement de thèmes, de personnages, de style, etc.)*

Delson-Karan, Myrna. « Les symboles dans *La Petite Poule d'eau* de Gabrielle Roy. » *The Canadian Modern Language Review*, V. 43 (January 1987) : 357-363.

Harvey, Carol. « *Le Mur* de Jean-Paul Sartre Techniques et philosophie de la caractérisation .» *The Canadian Modern Language Review*, V. 43 (October 1986) : 79-86.

### Activity 1.3: Examining different styles and their usage in a research paper/ Examiner les styles et leurs usages dans la dissertation littéraire

**Time:** 60 minutes

#### Description

The teacher will point out the elements of style that are unique to each type of essay: informative, descriptive, narrative, and argumentative.

#### Strand(s) & Learning Expectations

OCV.02 - express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;

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

#### Prior Knowledge & Skills

Students will put into practice what they have learned in Unit 1 and in Activities 1.1 and 1.2 of this unit.

#### Planning Notes

The teacher should briefly explain the key aspects of each style and when to use them. Annexe 2 can be used for this activity.

#### Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• Expliquer les styles de l'écrit (e.g., : informatif, descriptif, narratif, argumentatif et quand les utiliser)</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• Compléter l'Annexe 2 avec l'aide du professeur</li></ul>
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#### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
Assess the understanding of the form and style of various genres	Fill out Annexe 2 and be sure notes are taken correctly	Annexe 2	Thinking/Inquiry

#### Accommodations

- Pair exceptional students strategically with someone who can help them
- Ensure that sample essays are at the reading level of each group.

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## Resources

Beelen Woody, Diane. *Pratique de l'écriture*. Don Mills: Addison-Wesley, 1996.  
ISBN 0-201-83601-7

Robertson, Hugh. *The Research Essay*, 4e éd. Toronto: Piperhill Publications, 1999.  
ISBN 0-9693068-6-5

## Activity 2.1: The study of two short stories to discover the literary elements and possible subjects for students' research/La lecture de deux contes assez courts

**Time:** 160 minutes

### Description

Through the reading of two short stories, students will become familiar with literary elements (e.g., theme, characters, point of view, style). At the same time, they will discover a subject that interests them and one that can be used for their research essay. Students formulate their thesis which will relate to a literary subject in francophone literature.

### Strand(s) & Learning Expectations

REV.01 - read a variety of literary and other works to gain an appreciation of francophone culture around the world;

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

REV.03 - identify and understand language conventions used in their reading materials;

RE1.05 - identify and describe the author's purpose in a literary or non-fiction work and explain how the work reflects contemporary issues or concerns.

### Prior Knowledge & Skills

Students have been exposed to and studied short stories in Grades 9 and 10. They have also reviewed literary elements in Unit 1, « *Appréciations la francophonie* ». This knowledge will help the students understand literary elements (e.g., themes, style, etc.).

### Planning Notes

The teacher will prepare a review of the necessary steps to write a research literary essay. Students will need to review the literary elements. The teacher will choose short stories that are at the students' grade level.

### Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir les étapes d'une dissertation</li><li>• diriger la discussion sur les caractéristiques d'un conte et sur les sujets/thèmes y compris</li><li>• fournir des notes explicatives sur les éléments du conte</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• lire deux contes courts</li><li>• participer à une discussion dirigée sur les caractéristiques littéraires d'un conte</li><li>• identifier les sujets/thèmes qui pourront servir de sujet pour le projet de recherche</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Student defines his/her thesis after studying elements of style in short stories	- Teacher reviews student's thesis and gives suggestions	- Define thesis in an explanatory paragraph	- Knowledge/Understanding; - Thinking/Inquiry

### Accommodations

- Choose a variety of short stories at the comprehension level of exceptional students.
- Enlarge or tape-record text.
- Provide explanations to students who need them.

### Resources

De Roussy de Sales, R. *Histoires célèbres*. Lincolnwood Illinois: National Textbook Company, 1993. ISBN 0-8442-1404-3

Maupassant, Guy de. *Contes et nouvelles*. Paris: Albin Michel, 1957.

Roy, Gabrielle. *Rue Deschambault*. Montréal: Beauchemin, 1967.

Thompson, Peter S. *Littérature moderne du monde francophone : une anthologie*. Lincolnwood Illinois: National Textbook Company, 1998.

Walker, David and Walker Muriel. *Pratique de la lecture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83620-3

## Activity 2.2: How to proceed when doing research/Les habiletés de la recherche

**Time:** 30 minutes

### Description

With the help of the library staff and the teacher, the student will discover and use the variety of research materials available. These will include: the Internet, books, encyclopedias, journal articles, and magazines.

### Strand(s) & Learning Expectations

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

OCV.02 - express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests.

### Prior Knowledge & Skills

Knowledge learned at the secondary level: we are assuming that students have had some experience doing research on the Internet.

### Planning Notes

The teacher will invite library staff to explain various research techniques. It is important to point out French search engines and websites appropriate for the students' essays.

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## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>expliquer l'importance du plan squelette et son format</li><li>conférer ou discuter avec la bibliothécaire afin de bien organiser la recherche à la bibliothèque/Centre de ressource</li><li>s'assurer que les apprenants savent utiliser l'internet, les livres de recherches, les encyclopédies et les revues</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>écouter les renseignements de la bibliothécaire ou de l'enseignant et prendre des notes si c'est nécessaire</li><li>compléter son plan squelette</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
The student will be exposed to resources to aid in his/her research	Teacher will ensure that computers, Library/Resource Centre resources and personnel are available.	Outline of a research paper (see Annexe 3 for due dates)	Knowledge/Understanding

## Accommodations

Provide help with research techniques and the use of the Internet to students who may not be familiar with new technology.

## Resources

The Internet, books, on-line encyclopedias, magazines and journals

Guy de Maupassant – <http://www.bartleby.com/195/1020.html>

General information on Guy de Maupassant and his works

Jean-Paul Sartre – <http://members.aol.com/DonJohnR/Philosophy/Sartre.html>

General information on Jean-Paul Sartre and his works

## Activity 2.3: Note-taking skills/La production des notes de recherche

**Time:** 20 minutes

## Description

In order to write an essay the students must organize their material in logical sequence. They will achieve this by learning note-taking skills.

## Strand(s) & Learning Expectations

WRV.01 - create written texts based on class discussions, individual research, or topics of personal interest;

WRV.02 - write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms.

## Prior Knowledge & Skills

Students will need to be familiar with vocabulary and language structures required to take notes.

## Planning Notes

The teacher will explain different note-taking methods (see Resources). These methods are: notepaper method, index card method, and computer method.

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### Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>fournir des notes explicatives sur les différentes façons de garder des notes de recherche lisibles et précises</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>prendre des notes selon les techniques apprises</li><li>se préparer avec le matériel nécessaire pour prendre des notes e.g., : cartes indexes, stylos de différentes couleurs...</li></ul>
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### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Arrange notes in logical sequence	- Teacher will ensure that student's notes are done accurately and arranged logically	- Observation and Feedback	- Knowledge Understanding; - Thinking/Inquiry

### Accommodations

- Provide worksheet to aid in note taking.
- Encourage the student to ask for clarification.
- Teach visual strategies for note taking (e.g., use of diagram/picture to represent content).

### Resources

Robertson, Hugh. *The Research Essay. 4e éd.*, Toronto, Piperhill Publications, 1999.  
ISBN 0-9693068-6-5

### Activity 2.4: Research in the Library/Resource Centre on a specific topic/ Recherche à la Bibliothèque/Centre de ressources sur le sujet choisi

**Time:** 160 minutes

### Description

Students will conduct their research and take notes on their chosen subject. The notes will accompany the final product so that the teacher may follow the logic of the students.

### Strand(s) & Learning Expectations

RE2.04 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

RE2.05 - use regional dictionaries (e.g., a dictionary of Canadian French) to become familiar with language diversities from region to region;

REV.03 - identify and understand language conventions used in their reading materials.

### Prior Knowledge & Skills

Students will apply what they have learned in Activities 2.2 and 2.3.

### Planning Notes

The teacher will provide 160 minutes (two periods) for research.

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## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>aider les apprenants au besoin</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>utiliser les ressources disponibles à la Bibliothèque/Centre de ressources ainsi que l'internet</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Ensure that students incorporate technical language appropriate to their subject	- Library/Resource Centre, computers and personnel are available to students	- Observation, feedback, and conferencing	- Knowledge/Understanding

## Accommodations

- Be available to students who need extra help.
- Encourage students to ask for clarification.

## Resources

The Internet and resources from the Library/Resource Centre.

## Activity 3.1: Protocol of an essay/Le protocole de la dissertation

**Time:** 60 minutes

## Description

Using resources below, the teacher will provide the protocol to be used in the research/literary essay and will explain the rubric (Annexe 3) which outlines various due dates and the criteria to be evaluated.

## Strand(s) & Learning Expectations

OCV.02 - express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests.

## Prior Knowledge & Skills

Knowledge acquired in Grades 9 and 10

Reference: *The Ontario Curriculum Grade 9 and 10, French as a Second Language*, Writing expectation p.41

## Planning Notes

The teacher will need to obtain the document, *Protocole de présentation et de rédaction des travaux écrits*, or its equivalent. As this document was published in 1988, the protocol for citing Internet sources are not included. Consult library staff for current practices.

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## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir des notes explicatives sur le protocole utilisé dans une dissertation littéraire et de recherche</li><li>• fournir une grille d'évaluation et l'expliquer</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• prendre des notes</li><li>• poser des questions afin de comprendre les attentes de la tâche finale</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Understanding standard conventions in the written presentation of the essay	- Be sure notes are accurate and complete	- Evaluation of research notes	- Communication

## Accommodations

- Provide a worksheet and examples to outline the protocol of an essay.
- Encourage students to ask for clarification.

## Resources

Le travail de recherche – Annexe 3

Renaud, Laurier. *Protocole de présentation et de rédaction des travaux écrits*. Montréal: Guérin, 1988.

Robertson, Hugh. *The Research Essay*. 4e éd. Toronto: Piperhill Publications, 1999.

ISBN 0-9693068-6-5

## Activity 4.1: Writing the basic outline of the essay/Rédiger le plan squelette final de la dissertation de recherche

**Time:** 100 minutes

### Description

Students will write their plan including an introductory sentence, a well-defined thesis, and three arguments, each of which will be supported by an appropriate number of points. The teacher will provide feedback to ensure that the student is proceeding correctly.

### Strand(s) & Learning Expectations

WR1.04 - produce a plan for a research project, including specific questions to be answered, a list of sources to be consulted, and an estimate of the time required for each stage of the project;

WRV.03 - select the appropriate form and style to communicate ideas, information, and opinions;

WR2.06 - 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

Students will apply knowledge learned in Activities 1.2 and 2.1.

### Planning Notes

The teacher will ensure that the students have narrowed their focus and chosen an appropriate thesis. Arguments and supporting points should be arranged in logical order. If there is not enough time to complete the work in class, the students will complete the work at home. See Resources for details of writing an outline.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• fournir des notes explicatives sur les étapes à suivre pour bien construire un plan squelette</li><li>• corriger le plan du point de vue structure et fournir des renseignements pour améliorer son produit</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• à l'aide des étapes données, rédiger un plan squelette pour son projet de recherche</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Student will proceed with his/her research completing an outline of the essay	- Library/Resource Centre, computers and personnel available for students	- Student/Teacher conference	- Communication; - Application

## Accommodations

- Conference with exceptional students as help is needed
- Encourage drafts and suggest ways to improve drafts

## Resources

*Bescherelle de la grammaire, des verbes*

*Dictionnaire Français/Anglais et Français*

Beelen Woody, Diane. *Pratique de l'écriture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83601-7

Robertson, Hugh. *The Research Essay*. 4e éd. Toronto: Piperhill Publications, 1999.

ISBN 0-9693068-6-5

## Activity 4.2: First draft/Final product/Premier essai/produit final

**Time:** 200 minutes

## Description

Students write the first draft of their essay. After conferencing with a peer editor and the teacher, students make revisions and hand in a final draft on the due date.

## Strand(s) & Learning Expectations

RE2.01 - recognize and use appropriate language structure (see language structures for French Immersion, Grade 11, p. 43);

WR1.05 - write a well-organized research paper (1000-1500 words) complete with footnotes and bibliography;

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

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

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

WR2.03 - identify anglicisms used in their written work;

WR2.04 - quote sources using appropriate footnotes and compile a bibliography for a written assignment;

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

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## Prior Knowledge & Skills

The knowledge acquired to this point.

- Reference: *The Ontario Curriculum Grades 9 and 10, French as a Second Language*, p. 41-42 (writing expectations and language structures)

## Planning Notes

The research/literary essay will be assigned in Unit 2 but will be due at the end of Unit 3 or the beginning of Unit 4. The final product will be completed outside of classroom hours. The teacher will facilitate that computers availability for students.

## Teaching/Learning Strategies

<b>L'enseignant va :</b> <ul style="list-style-type: none"><li>• conférer ou discuter avec l'apprenant selon le besoin</li><li>• s'assurer que l'apprenant comprenne le protocole ci-inclus la bibliographie et les citations</li></ul>	<b>L'apprenant va :</b> <ul style="list-style-type: none"><li>• rédiger sa dissertation de recherche littéraire selon le plan corrigé par l'ami-rédacteur et l'enseignant</li></ul>
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## Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Students complete first and final draft of their essay	- Library/Resource Centre, computers and personnel available for students	- Peer conferencing and student/teacher conference - Rubric	- Communication; - Application

## Accommodations

- Provide models of the writing process.
- Have the exceptional student use a computer for word processing, proofreading, and editing.
- Encourage drafts and suggest ways to improve drafts.
- For additional accommodations see writing accommodations in course overview.

## Resources

Beelen Woody, Diane. *Pratique de l'écriture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83601-7

*Bescherelle de la grammaire, des verbes*

*Dictionnaire –Français/Anglais et Français*

Robertson, Hugh. *The Research Essay*. 4e éd. Toronto: Piperhill Publications, 1999.

ISBN 0-9693068-6-5

Thesaurus

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### Activity 4.3: Presentation/Présentation de la dissertation de recherche littéraire

**Time:** 150 minutes

#### Description

Students will give an oral presentation based on their essay. It will be presented in a creative manner using a variety of styles (e.g., songs, dialogue, play) that will capture the attention of the audience.

#### Strand(s) & Learning Expectations

OC2.03 - present an independently researched paper (15-20 minutes in length) based on a literary topic (e.g., the relationship between authors' works and the period in which they wrote), and respond to questions from the audience;

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 11, p. 43);

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

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;

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

#### Prior Knowledge & Skills

Reference: *The Ontario Curriculum Grade 9 and 10, French as a Second Language*, oral communication expectation, p. 39.

#### Planning Notes

The length of this activity will depend on the number of students in the class. The oral presentation will be done at the end of Unit 3 or the beginning of Unit 4. Students will prepare for this presentation on their own time.

#### Teaching/Learning Strategies

L'enseignant va :	L'apprenant va :
<ul style="list-style-type: none"><li>• aider l'élève au besoin</li><li>• évaluer la présentation orale en se servant de l'annexe 4 (grille d'évaluation de la présentation orale)</li></ul>	<ul style="list-style-type: none"><li>• préparer sa présentation en utilisant divers appareils audio-visuels</li><li>• pratiquer à l'avance de la présentation</li><li>• s'occuper de réserver les appareils nécessaires pour sa présentation</li><li>• présenter sa dissertation devant la classe</li></ul>

#### Assessment & Evaluation of Student Achievement

Purpose	Strategy	Tool	Category
- Determine if students can provide a synopsis of their essay in a creative fashion that is suitable to their audience.	- Classroom presentation	- Rubric (Annexe 4)	- Communication; - Application

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### **Accommodations**

- Provide organizational strategies to assist in the preparation of planned oral presentations.
- Provide many opportunities to develop oral language skills.
- For additional accommodations see writing accommodations in course overview.

### **Resources**

Audio-visual material (overhead projector, television/VCR, etc.)

Annexe 4, *La grille d'évaluation – La présentation orale*

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## Annexe 1

### La logique d'un travail de recherche

#### Identifier la thèse

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#### Argument #1

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#### Argument #2

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#### Argument #3

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#### Conclusion :

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#### Les sources primaires :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Les sources secondaires :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Les sources tertiaires :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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## Annexe 2

### Les différents styles de l'écrit

Le style	Description et utilisation
L'écrit informatif	
L'écrit descriptif	
L'écrit narratif	
L'écrit argumentatif	

## Annexe 3

### Le travail de recherche

Mon projet de recherche \_\_\_\_\_

<b>Nom de l'élève :</b> _____	
<b>Date limite des étapes :</b>	1. la thèse _____ 2. les notes _____ 3. le plan squelette _____ 4. le premier essai _____ 5. rédaction par un ami _____ 6. produit final _____ 7. présentation _____
<b>Attentes : Suivre le protocole de la dissertation de recherche</b>	

Compétences	Niveau 1	Niveau 2	Niveau 3	Niveau 4
<b>Connaissances/ Compréhension :</b> Compréhension du sujet choisi	Démontre une compréhension limitée du sujet choisi	Démontre une compréhension partielle du sujet choisi	Démontre une compréhension générale du sujet choisi	Démontre une compréhension complète du sujet choisi
<b>Réflexion/recherche :</b> Arguments clairs et logiques	La thèse est définie mais les arguments ne sont pas bien appuyés.	La thèse est définie mais les arguments ne sont que partiellement appuyés	La thèse est bien définie et les arguments sont bien appuyés	La thèse est bien définie et les arguments soutiennent et justifient la thèse.
<b>Communication :</b> L'utilisation du langage  Style facile à lire	Le vocabulaire est très simple  Les idées ne se suivent pas logiquement	Le vocabulaire est simple  Les points sont logiques mais manquent de fluidité	Le vocabulaire est varié  Les phrases et les paragraphes s'enchaînent avec fluidité	Le vocabulaire est varié et précis. Les phrases et les paragraphes s'enchaînent avec grande fluidité
<b>Mise en application :</b> Le protocole est bien utilisé  Les notes et le processus de la recherche	Démontre une compréhension limitée du protocole  Démontre une compréhension limitée de la recherche et de la méthode de prendre des notes	Démontre une compréhension partielle du protocole  Démontre une compréhension partielle de la recherche et de la méthode de prendre des notes	Démontre une compréhension générale du protocole  Démontre une compréhension générale de la recherche et de la méthode de prendre des notes	Démontre une compréhension excellente du protocole  Démontre une compréhension excellente du processus de la recherche et de la méthode de prendre des notes

#### Niveau

Ce qui est bien fait

Ce qui peut être amélioré

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## Annexe 4

### La présentation orale

Mon projet de recherche \_\_\_\_\_

Nom de l'élève : \_\_\_\_\_

Date limite : \_\_\_\_\_

Compétences	Niveau 1	Niveau 2	Niveau 3	Niveau 4
<b>Connaissances/ Compréhension :</b> Connaissances : des faits,  du vocabulaire,  des concepts et des théories	La présentation démontre une connaissance limitée : des faits,  du vocabulaire,  des concepts et des théories.	La présentation démontre une connaissance partielle : des faits,  du vocabulaire,  des concepts et des théories.	La présentation démontre une connaissance générale : des faits,  du vocabulaire,  des concepts et des théories.	La présentation démontre une connaissance approfondie: des faits,  du vocabulaire,  des concepts et des théories.
<b>Communication (orale) :</b> Qualité de la communication orale	L'information orale est transmise avec peu de clarté	L'information orale est transmise avec une certaine clarté	L'information orale est transmise avec une grande clarté	L'information orale est transmise avec une très grande clarté
<b>Communication (visuelle) :</b> Utilisation des supports visuels	Utilise les supports visuels avec une efficacité limitée et peu d'exactitude.	Utilise les supports visuels avec une certaine efficacité et une certaine exactitude	Utilise les supports visuels avec une grande efficacité et une grande exactitude	Utilise les supports visuels avec une très grande efficacité et exactitude

#### Niveau

Ce qui est bien fait

Ce qui peut être amélioré