

Public and Catholic District School Board Writing Partnerships

Course Profile

Core French

Grade 11

University Preparation

FSF3U

- *for teachers by teachers*

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

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

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Acknowledgments

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Course Overview

Core French, Grade 11, University Preparation, FSF3U

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

Course Description

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000*, p. 8)

How This Course Supports the Ontario Catholic School Graduate Expectations

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

Course Notes

When planning and implementing this course, teachers should take into consideration activities and approaches that are designed to equip students with the knowledge and skills they need to meet entrance requirements for university programs. Activities and strategies used throughout the units of this course are designed to enable the student to meet the Ministry standards and expectations for FSF 3U. Care has been taken to cluster the expectations to foster meaningful and relevant learning. The mastery of these expectations will be demonstrated by students' successful completion of the culminating tasks.

Units: Titles and Time

Unit 1	Le monde francophone nous raconte	20 hours
* Unit 2	L'amour sous toutes ses formes	20 hours
* Unit 3	À chacun(e) la parole	20 hours
Unit 4	D'un oeil critique	22 hours
Unit 5	Passons du texte à la scène	28 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Le monde francophone nous raconte

Time: 20 hours

Unit Description

Students explore a representative selection of tales and legends from the francophone world (e.g., Caribbean, African, North American, etc.). Through the various activities in the three strands, students extend their knowledge of cultural and historical traditions of French-speaking peoples. Students review previously taught language structures. Students learn the formation and use of the *participe présent* and to recognize the *passé simple* as the literary tense equivalent to the *passé composé*. As the culminating task, students write a short essay (approximately 500 words) explaining the moral or message conveyed by the tale or legend.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: OCSGE 1d, 1e, 1h, 1i, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4b, 4f, 5a, 5b, 5e, 5f, 5g, 6c, 7a, 7d, 7f, 7g.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01, .02, .04; REV.01, .02, .03, .04; WRV.01, .03.

Specific Expectations: OC1.03, .04; OC2.02, .03; OC3.01, .02, .03, .04; RE1.01, .02, .03, .04; RE2.01, .02, .04, .05; WR1.01, .03, .04; WR2.01, .02, .03, .04, .05.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.02, .04; REV.01, .03, .04; OC3.01, .02, .03, .04; RE1.02, .03; RE2.01, .02, .04, .05; OCSGE 1d, 1h, 3a, 6c, 7g	Knowledge Thinking/Inquiry	Identification of elements of tales and legends (e.g., archetypes, etc.)
2	OCV.01, .02, .04; REV.01, .02, .03, .04; OC1.03; OC2, .03; OC3.01, .02, .03, .04; RE1.01, .02, .03; RE2.01, .02, .04, .05; OCSGE 1d, 1e, 1h, 2a, 2b, 6c, 7f, 2g	Thinking/Inquiry Application	Study of selected tales and legends
3	OCV.02, .04; REV.02, .04; OC1.03, .04; OC2.02, .03; OC3.01, .02, .03, .04; RE1.02, .03; OCSGE 1d, 1e, 1h, 2c, 2d, 3c, 4a, 4b, 4f, 5a, 5b, 5e, 5f, 5g, 7a	Communication Application	Extended role-play of a segment of a tale or legend
4	REV.02, .04; WRV.01, .03; RE1.03, .04; WR1.01, .03, .04; WR2.01, .02, .03, .04, .05; OCSGE 1d, 1g, 1h, 1i, 2c, 2d, 3b, 3c, 4f, 5b, 5g, 7d, 7f	Knowledge Thinking/Inquiry Communication Application	Culminating Task: Essay on message/moral of tale or legend

Unit 2: L'amour sous toutes ses formes

Time: 20 hours

Unit Description

Students explore the theme of love from a broad perspective in a variety of literary genres and participate in a teacher-directed comparison between two works. Through the various activities in the three strands, students investigate the many expressions of the theme as presented by different authors. Students learn the use of all relative and demonstrative pronouns and the sequence of present and past tenses used in indirect discourses. As the culminating task, students prepare a multi-paragraph text defending their opinion of a particular author's treatment of the theme. Students then present and defend their opinion in a seminar format.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: OCSGE 1a, 1c, 1d, 1g, 1i, 2a, 2b, 2c, 2d, 3a, 3c, 3e, 4a, 4b, 4f, 4g, 5b, 5c, 5e, 5g, 6a, 6b, 6c, 6e, 7a, 7b, 7d, 7f, 7g, 7j.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01, .02, .03, .04; REV.01, .02, .04; WRV.01, .02, .03.

Specific Expectations: OC1.01, .03, .04; OC2.01, .03, .04; OC3.01, .02, .03, .04; RE1.02, .03, .05, .06; RE2.01, .02, .03, .04, .05; WR1.03; WR2.01, .02, .03, .04, .05.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.02, .04; OC2.03, .04; OC3.01, .02, .03, .04; RE2.01; OCSGE 1a, 1c, 1d, 1g, 1i, 2a, 2c, 2d, 3a, 5e, 6a, 6b, 6c, 6e, 7a, 7g	Thinking/Inquiry Communication	Brainstorm vocabulary of love
2	OCV.01, .02, .04; REV.01, .02, .04; OC1.03; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03, .06; RE2.01, .02, .03, .04, .05; OCSGE 1c, 1f, 2b, 2d	Knowledge Thinking/Inquiry	Examine stylistic devices used in a selection of works on the theme
3	OCV.01, .02, .03, .04; REV.02, .04; OC1.01; OC3.01, .02, .03, .04; RE1.06; RE2.01, .02, .04, .05; OCSGE 1f, 2b, 2c, 2d, 5g, 5e	Communication Application	Dramatic reading in character of author
4	OCV.02, .04; REV.01, .04; OC1.03; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03; RE2.01, .02, .03, .04, .05; WR2.01; OCSGE 1a, 1d, 2a, 2b, 2d, 3c, 4a, 4b, 5b, 5e, 7a, 7b, 7g	Thinking/Inquiry Application	Directed comparison of two genres
5	WRV.01, .02, .03; RE1.02, .03, .05; RE2.01, .02, .05; WR1.03; WR2.01, .02, .03, .04, .05; OCSGE 1a, 1d, 2a, 2c, 2d, 3a, 3c, 3e, 4a, 4b, 4f, 4g, 5c, 5g, 5e, 6b, 7a, 7b, 7d, 7f, 7g, 7i	Thinking/Inquiry Communication Application	Express and defend an opinion
6	OCV.01, .02, .03, .04; OC1.03, .04; OC2.01, .03, .04; OC3.01, .02, .03, .04; RE1.03; RE2.01, .02; OCSGE 1a, 1f, 1g, 1i, 2c, 2d, 3a, 3c, 3e, 4a, 4b, 4f, 4g, 5b, 5c, 5g, 5e, 6b, 7a, 7b	Knowledge Thinking/Inquiry Communication Application	Culminating Task: Seminar presentation on preferred representation of the theme

Unit 3: À chacun(e) la parole

Time: 20 hours

Unit Description

Students research and analyse current issues through newspapers, the Internet, and television broadcasts. Students produce a media presentation, followed by a panel discussion on a chosen topic. Through the various activities in the three strands, the students learn to assess information critically and express their views. Students learn the formation of the *plus-que-parfait*, *futur antérieur*, and *conditionnel passé* of *-er*, *-ir*, *-re* and irregular verbs, as well as expressions of quantity + *de* + a noun. As the culminating task, students respond to a media presentation and panel discussion by writing a letter to the editor.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: OCSGE 1d, 1e, 1g, 1h, 1i, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5g, 6b, 6c, 7a, 7e, 7f, 7g, 7i, 7j.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.01, .02, .03, .04; REV.01, .02, .03, .04; WRV.01, .02, .03.

Specific Expectations: OC1.02, .03, .04, OC2.01, .04, .05, .06; OC3.01, .02, .03, .04; RE1.01, .06; RE2.01, .04, .05; WR1.03; WR2.01, .02, .03, .04, .05.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	OCV.01, .02, .04; OC2.04, .05; OC3.01, .02, .03; RE1.06; RE2.01, .05; WR2.01, .04; OCSGE 1d, 1e, 1g, 1h, 1i, 2a, 2d, 3b, 3c, 3e, 3f, 4c, 4d, 4e, 4f, 5a, 6b, 6c, 7a, 7e, 7f, 7i	Thinking/Inquiry Communication Application	Create and conduct a survey on current issues
2	OCV.01, .02, .04; REV.01, .02, .04; OC1.02, .03; OC2.04; OC3.01, .02, .03; RE1.01, .06; RE2.01, .04, .05; WR2.01, .04; OCSGE 1d, 1e, 1h, 2b, 3a, 4e, 5b	Knowledge Thinking/Inquiry	Research a specific topic
3	OCV.01, .02, .04; REV.02, .04; WRV.01, .02, .03; OC1.02, .03; OC2.01, .04, .06; OC3.01, .02, .03; RE1.06; RE2.01, .04, .05; WR2.01, .02, .03, .04, .05; OCSGE 2e, 3b, 3c, 3d, 3e, 4b, 4c, 4f, 5a	Thinking/Inquiry Communication Application	Plan media presentation
4	OCV.01, .03, .04; OC1.02, .03; OC2.06; OC3.01, .02, .03, .04; OCSGE 1e, 2c, 2d, 2e, 3d, 4f, 5a, 5g, 7a, 7j	Communication Application	Media presentation
5	OCV.01, .02, .03, .04; REV.02, .04; OC1.02, .03, .04; OC2.04; OC3.01, .02, .03; OCSGE 1d, 1e, 1h, 1i, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 3f, 4a, 4b, 4c, 4d, 4f, 5a, 5g, 6b, 6c, 7a, 7e, 7f, 7i, 7j	Knowledge Thinking/Inquiry Communication Application	Panel discussion
6	REV.02, .04; WRV.01, .02, .03; RE1.01; RE2.01, .04, .05; WR1.03; WR2.01, .02, .03, .04, .05; OCSGE 1d, 1e, 1g, 1i, 2c, 2d, 3b, 3c, 3d, 3e, 3f, 4a, 4d, 4g, 5g, 7a, 7e, 7i, 7j	Thinking/Inquiry Application	Culminating Task: Letter to the editor

Unit 4: D'un oeil critique

Time: 22 hours

Unit Description

Students study a novel (100-150 pages) and learn to write a review/critique. Through the various activities in the three strands, students work cooperatively to analyse the elements of the novel. Students learn the sequence of tenses with *si* using the *plus-que-parfait* and the *conditionnel passé*, and revisit the *passé simple*. As the culminating task, students write their own review/critique of the novel under study.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: OCSGE 1d, 1e, 1i, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4b, 4c, 4e, 4g, 5b, 5c.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.02, .03, .04; REV.02, .03, .04; WRV.01, .02, .03.

Specific Expectations: OC1.04; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03, .04, .05, .06; RE2.01, .04, .05; WR1.01, .03; WR2.01, .02, .03, .04, .05.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	REV.02, .03, .04; OC3.01, .02, .03; RE1.02, .03, .04; RE2.01, .04, .05; OCSGE 1d, 1e, 1i, 2a, 2b, 2d, 3a	Knowledge Thinking/Inquiry	Novel study: reading
2	OCV.02, .04; REV.02, .04; WRV.01, .02, .03; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03, .04, .06; RE2.01, .04, .05; WR2.01, .02, .03, .04, .05; OCSGE 1d, 1e, 1i, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4b, 4c, 4g, 5c	Knowledge Thinking/Inquiry Communication Application	Novel study: response process
3	REV.04; RE2.01, .05; OCSGE 2a, 2c, 2d, 3b	Knowledge Thinking/Inquiry	What is a review/critique?
4	OCV.02, .03, .04; REV.02, .04; OC1.04; OC2.03; OC3.01, .02, .03, .04; RE1.02, .03, .04, .06; RE2.01, .04, .05; OCSGE 2a, 2c, 2d, 3b, 3c, 4b, 4c, 4e, 5c	Thinking/Inquiry Communication	Group work on elements of a novel (Jigsaw)
5	REV.02, .04; WRV.01, .03; RE1.02, .03, .05, .06; RE2.01; WR1.01, .03; WR2.01, .02, .03, .04, .05; OCSGE 1d, 1e, 1i, 2a, 2c, 2d, 3a, 3b, 3c, 4b, 4c, 4e, 4g, 5b, 5c	Knowledge Thinking/Inquiry Communication Application	Culminating Task: Write the review/critique

Unit 5: Passons du texte à la scène

Time: 28 hours

Unit Description

Students learn the concept of literary adaptation. Through the various activities in the three strands, students learn the dynamics of scriptwriting, work in groups to read a short story, and then write a dramatic version. Students learn the position of two object pronouns with imperatives and revisit language structures taught throughout the course. As the culminating task, students stage and perform their play in a *Festival du théâtre*.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations: OCSGE 1i, 2a, 2b, 2c, 2d, 3b, 3c, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5c, 5g, 7b, 7i, 7j.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OCV.02, .04; REV.01, .02, .03, .04; WRV.02, .03.

Specific Expectations: OC2.02; OC3.01, .02, .03, .04; RE1.01, .02, .03; RE2.01, .03, .04, .05; WR1.02; WR2.01, .02, .03, .04, .05.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	REV.01, .04; OC3.02, .03; RE1.01; RE2.01, .03, .04, .05; OCSGE 2b	Knowledge Thinking/Inquiry	Fundamentals of scriptwriting
2	REV.01, .02, .03, .04; OC3.02; RE1.01, .02, .03; RE2.01, .03, .04, .05; WR1.02; OCSGE 2a, 2b	Thinking/Inquiry	Reading selected short stories
3	OCV.02, .04; REV.02, .04; WRV.02, .03; OC3.02; RE1.01, .02; RE2.01, .03, .04, .05; WR1.02; WR2.01, .02, .03, .04, .05; OCSGE 2a, 2b, 2d, 3b, 3c, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5c, 5g, 7b, 7j	Thinking/Inquiry Communication Application	Writing Process: adaptation of short story to play
4	OCV.02, .04; OC2.02; OC3.01, .02, .04; OCSGE 2c, 2d, 3b, 3c, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5g, 7b, 7i, 7j	Communication Application	Production Process (e.g., staging, rehearsal, etc.)
5	OCV.02, .04; OC2.02; OC3.01, .02, .04; OCSGE 1i, 2b, 2c, 2d, 3b, 3c, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5c, 5g, 7b, 7i, 7j	Communication Application	Culminating Task: <i>Festival du théâtre</i>

Final Culminating Task

Each student writes a letter to a Grade 10 student explaining the merits of the Grade 11 course, with an emphasis on the unit which had the greatest relevance to him/her. After submission of the final draft, each student meets with the teacher to discuss the ideas presented in his/her letter.

Teaching/Learning Strategies and Accommodations

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

Teaching/Learning Strategies

Instructional strategies include the following:

Teacher:

- Cooperative learning activities, e.g., jigsaw
- Formal and informal presentation of notions and concepts
- Brainstorming

Students:

- Creating and answering questionnaires
- Applying the writing process
- Developing and discussing a thesis
- Expressing opinions
- Following instructions
- Giving oral presentations on specific topics
- Interviews
- Extracting information from verbal cues and various media
- Reading authentic texts
- Researching from a variety of sources
- Preparing presentation materials
- Communicating with experts in a field/topic
- Working individually, in pairs, and in groups
- Reading and writing in a variety of genres
- Role playing/Dramatization
- Panel discussion
- Brainstorming
- Defending a point of view

Accommodations

Accommodation strategies include the following:

- Vary time allowed for work
- Highlight or summarize major points
- Allow point form notes instead of sentences and paragraphs
- Substitute presentation in visual or oral format instead of written format
- Work in pairs
- Allow student option to present to teacher only
- Provide a pre-test
- Give students requiring enrichment more leeway for critical/creative thinking
- Provide special materials and resources, e.g., exemplars, models, taped texts, etc.
- Provide alternative work space
- Provide graphic organizers

Assessment & Evaluation of Student Achievement

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

Assessment and Evaluation – Term Work 70% Reflecting All Four Categories of the Achievement Chart	Final Evaluation 30% Culminating Task(s) and/or Formal Examination
Diagnostic: <ul style="list-style-type: none"> • Prior knowledge • Questions and answers • Quizzes • Language exercises • Tests Formative: <ul style="list-style-type: none"> • Conferencing • Brainstorming activities • Reading comprehension questions • Interviews • Journals/Learning logs • Portfolios Summative: <ul style="list-style-type: none"> • Research projects • Oral presentations • Portfolios • Creation and presentation of product Tools: <ul style="list-style-type: none"> • Anecdotal comments • Correction codes • Observation • Rubrics • Marking scheme • Rating scale • Checklists • Probe questions • Tracking sheets • Writing folders • Graphic organizers By: <ul style="list-style-type: none"> • Self • Peer • Teacher 	Letter to Grade 10 students Oral interview/conversation with teacher

Resources

Print

Novels (100-150 pages)

- Je t'attends à Peggy's Cove*
- Le bossu de Notre-Dame*, Victor Hugo (abridged)
- Le chien jaune*, Georges Simenon
- Le comte de Monte-Cristo*, Alexandre Dumas (abridged)
- Le dernier des raisins*
- Le fantôme de l'opéra*, Victor Hugo (abridged)
- Le petit prince*, Antoine de Saint-Exupéry
- Les visiteurs du soir*

Plays

- Bousille et les justes*, Marcel Dubé
- Fanny*, Marcel Pagnol
- Florence*, Marcel Dubé
- Les Belles-Soeurs*, Michel Tremblay
- Le bourgeois gentilhomme*, Molière (abridged)
- Zone*, Marcel Dubé

Texts

- Baron, Jean. *La boîte à outils: Manuel de travaux pratiques et de laboratoire*. Toronto: Pearson Education, 1990.
- Brouillet, Claire and Andrée Vary. *Contes et légendes du Québec*. Lincolnwood: National Textbook Company, 1998.
- Case, W. Brian et al. *Destinations: Nouveaux horizons*. Toronto: Pearson Education, 1996.
- Cassista, Claude et al. *Littérature québécoise: Des origines à nos jours*. Montreal: Hurtubise, 1996.
- Collet, Paulette and Frank Milani. *Objectifs*. Toronto: Pearson Education, 1988.
- Connolly, Anne-Marie. *Messages et discours*. Montréal: Guérin, 1992.
- David, Michel. *Paroles vivantes*. Montreal: Guérin, 1992.
- Jean, Gladys. *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education, 1996.
- Kenney, Morgan, ed. *Découvertes: Anthologie*. Toronto: D.C. Heath, 1983.
- Kenney, Morgan, ed. *Rencontres: Anthologie*. Toronto: D.C. Heath, 1983.
- Love, Jane et al. *À toute vitesse*. Toronto: Pearson Education, 1982.
- Piché, Claire et al. *Destinations 5*. Toronto: Pearson Education, 1994.
- Pouliot, Muriel. *Textes et contextes 5: Points de vue*. Laval: Mondia, 1986.
- Rousselle, James, ed. *Lire et écrire autrement*. Anjou: CEC, 1999.
- St.-Ours, Normand. *L'essentiel grammatical*. Montréal: Guérin, 1993.
- Trépanier, André. *Les médias: Activités d'intégration*. Toronto: CLF-OSSTF.
- Ullman, Rebecca. *Tous ensemble: En plein vol*. Toronto: D.C. Heath, 1994

Newspapers and Magazines

- Colors*. contact A. Mondadori Editore S.p.A., C.P.1812(Abb.), 20100 Milan, Italy
- L'Express de Toronto*. Toronto.
- L'Actualité*. Montreal.
- Télé 7 jours*. Montreal.

Websites

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

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

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

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

Excellent francophone Site for Learning the Internet in French -

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

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

L'Express de Toronto - <http://www.1express.com/liens.html>

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

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

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

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

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

Ressources en direct sur le patrimoine canadien -

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

If possible invite a community member as a guest speaker to talk about a relevant topic (e.g., in Unit 5 invite someone who has had experience producing, directing, or acting in a play).

OSS Considerations

According to OSS policies, students are mandated to complete 40 hours of community service. Students should be encouraged to do at least part of these hours in a French-speaking environment or in a placement where French could be useful.

Coded Expectations, Core French, Grade 11, University, FSF3U

Oral Communication

Overall Expectations

- OCV.01 · respond in a variety of ways to a range of media works and spoken texts;
- OCV.02 · express ideas and opinions in self-directed conversations and discussions;
- OCV.03 · make oral presentations on a variety of topics;
- OCV.04 · use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

- OC1.01 – mime or re-enact the actions described in a recorded story, dramatization, or poem;
- OC1.02 – extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;
- OC1.03 – give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);
- OC1.04 – ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions.

Speaking

- OC2.01 – prepare an argument based on researched information;
- OC2.02 – dramatize a scene from a text read in class;
- OC2.03 – express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;
- OC2.04 – participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);
- OC2.05 – present a report based on the results of a questionnaire on a current issue (e.g., the use of drugs in sports);
- OC2.06 – create a media presentation (e.g., a news report, an interview, a political debate).

Application of Language Conventions

- OC3.01 – recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- OC3.02 – use newly acquired vocabulary in conversation;
- OC3.03 – interpret the meaning of unfamiliar words, using contextual clues;
- OC3.04 – use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French.

Reading

Overall Expectations

- REV.01 · read and demonstrate an understanding of a range of literary and informational texts;
- REV.02 · apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);
- REV.03 · expand their understanding of francophone culture around the world through their reading;
- REV.04 · identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

- RE1.01** – summarize articles or short stories to present key information;
- RE1.02** – identify and describe the elements of a story (e.g., characters, setting, plot, climax);
- RE1.03** – analyse fictional characters and explain their motivations;
- RE1.04** – read independently a short novel or a play (100–150 pages) and respond by answering questions, summarizing the plot, and discussing the main ideas and supporting details;
- RE1.05** – write a multi-paragraph critique of a literary text based on their interpretation;
- RE1.06** – use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information.

Application of Language Conventions

- RE2.01** – recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- RE2.02** – identify formal and informal language used by authors in various literary genres;
- RE2.03** – compare the form and style of various genres (e.g., short stories, poems, essays, plays);
- RE2.04** – use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;
- RE2.05** – use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

- WRV.01** · create written texts expressing their ideas and opinions for a variety of audiences;
- WRV.02** · write in a variety of forms, adjusting the language to suit the purpose and the audience;
- WRV.03** · use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

- WR1.01** – write a review of a text, a movie, or a play studied in class, including a summary of the plot and their personal reactions and recommendations;
- WR1.02** – write a dialogue or short drama illustrating the roles and reactions of characters found in a text studied in class;
- WR1.03** – write a multi-paragraph text commenting on a situation or defending an opinion;
- WR1.04** – write an essay (approximately 500 words) based on a personal experience.

Application of Language Conventions

- WR2.01** – recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- WR2.02** – revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.03** – identify correctly the indicators for parts of speech (e.g., n. for noun, adj. for adjective) that are found in a dictionary;
- WR2.04** – incorporate newly acquired vocabulary into their written work;
- WR2.05** – use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

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

An Effective Communicator who

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

A Reflective and Creative Thinker who

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

A Self-Directed, Responsible, Life Long Learner who

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

A Collaborative Contributor who

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

A Caring Family Member who

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

A Responsible Citizen who

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

Unit 2: L'amour sous toutes ses formes

Time: 20 hours

Unit Description

Students explore the theme of love from a broad perspective in a variety of literary genres and participate in a teacher-directed comparison of the theme based on two genres. Through the various activities in the three strands, students investigate the many expressions of the theme as presented by different authors. Students learn the use of all relative and demonstrative pronouns and the sequence of present and past tenses used in indirect discourse. As the culminating task, students prepare a multi-paragraph text defending their opinion of a particular author's treatment of the theme. Students then present and defend their opinion in a seminar format.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks/Focus
1. Des mots d'amour	120 min	OCV.02, .04; OC2.03, .04; OC3.01, .02, .03, .04; RE2.01; OCSGE 1a, c, d, g, i; 2a, c, d; 3a, 5e; 6a, b, c, e; 7a, g	Knowledge/ Understanding Communication	Brainstorm vocabulary of love and relationship
2. Chanson d'amour – Fait ou fantaisie?	120 min	OCV.01, .02, .04; REV.01, .02, .04; OC1.03; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03, .06; RE2.01, .02, .03, .04, .05; OCSGE 1c, f, 2b, d	Knowledge/ Understanding Communication Application	Examine stylistic devices used in a selection of works on the theme of love
3. Soucis d'amour	120 min	OCV.01, .02, .03, .04; REV.02, .04; OC1.01; OC3.01, .02, .03, .04; RE1.06; RE2.01, .02, .04, .05. OCSGE 1f, 2b, 2c, 2d, 5g, 5e	Thinking/ Inquiry Knowledge/ Understanding Communication Application	Dramatic reading in character
4. L'amour en vedette	300 min	OCV.02, .04; REV.01, .04; OC1.03; OC2.03, .04; OC3.01, .02, .03, .04; RE1.02, .03; RE2.01, .02, .03, .04, .05; WR2.01; OCSGE 1a, d, 2a, b, d, 3c, 4a, b, 5b, 5e, 7a, b, g	Thinking/ Inquiry Knowledge/ Understanding Communication Application	Directed comparison of 2 genres
5. L'amour analysé	240 min	WRV.01, .02, .03; RE1.02, .03, .05; RE2.01, .02, .05, WR1.03; WR2.01, .02, .03, .04, .05; OCSGE 1a, d, 2a,c, d, 3a, c, e, 4a, b, f, g, 5c, g, e, 6b, 7a, b d, f, g, 7i	Thinking/ Inquiry Knowledge/ Understanding Communication Application	Express and defend an opinion
6. A la défense de l'amour	240 min	OCV.01, .02, .03, .04; OC1.03, .04; OC2.01, .03, .04; OC3.01, .02, .03, .04; RE1.03; RE2.01, .02; WR1.03; OCSGE 1a, f, g, i, 2c, d, 3a, c, e, 4a, b, f, g, 5b, c, g, e, 6b, 7a, b	Thinking/ Inquiry Knowledge/ Understanding Communication Application	Culminating task: Seminar presentation on preferred representation of the theme followed by essay to defend thesis in depth.

Activity 1: Des mots d'amour

Time: 120 minutes

Description

Students investigate the language needed to explore the theme of love. As an introduction, students read and discuss a well-known Biblical passage or other reflection on the topic of love. Brainstorming and Knowledge Rating activities are used to build vocabulary and to assess student familiarity with the words listed. Using adjectives and verbs from their list, students write a brief description of a beloved friend. They then use a model paragraph to help them write their own paragraph about a situation (either positive or negative) involving love in one of its forms, or they may use the paragraph to express their opinion of an aspect or type of love.

Strands & Learning Expectations

Strand(s): Oral Communication, Writing

Overall Expectations

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

OC2.03 - express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;

OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

OC3.04 - use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16).

Ontario Catholic School Graduate Expectations

OCSGE 1a - illustrates a basic understanding of the saving story of our Christian faith;

OCSGE 1b - participate in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

OCSGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

OCSGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common goods;

OCSGE 1g - understand that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

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

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

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

OCSGE 3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

OCSGE 5e - respects the rights, responsibilities, and contributions of self and others;

OCSGE 6a - relates to family members in a loving, compassionate, and respectful manner;

OCSGE 6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

OCSGE 6c - values and honours the important role of the family in society;

OCSGE 6e - ministers to the family, school, parish, and wider community through service;

OCSGE 7a - acts morally and legally as a person formed in Catholic traditions;

OCSGE 7g - respects and understands the history, cultural heritage and pluralism in today's contemporary society.

Prior Knowledge & Skills

- Present tense of major verb groups in conversation
- Use of *passé composé* in description in conversation
- *Passé composé* of major verbs types (*er* and *ir*) in conversation

Planning Notes

- Research vocabulary in preparation for brainstorming lesson.
- Make dictionaries available to students.
- Access a French Language Bible.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none">• prepares an overhead of an extract from 1 Corinthians 13:1-13 on love• directs a discussion on ways that students show these three virtues in their daily lives• leads a discussion on the many aspects of love. This will naturally lead into the brainstorming exercise to follow• conducts a brainstorming exercise (see <i>Annexe 2-1b</i>) on the topic of love to create a vocabulary bank with three major lists:<ul style="list-style-type: none">• <i>Types/buts de l'amour</i>• <i>Les sentiments/habiletés associés à l'amour</i>• <i>Les verbes pour parler de l'amour</i>• provides students with a blank Knowledge Rating chart (<i>Annexe 2-1a</i>) so that students may classify the vocabulary according to their familiarity with the words• instructs each student to prepare a brief oral presentation on either a real-life situation concerning one aspect of love or on the qualities of a loving friend• gives students the opportunity to read their description aloud in class.• evaluates oral reading and content of presentation	<ul style="list-style-type: none">• read the Biblical passage from 1 Corinthians on love• identify the three virtues cited (faith, hope and love/charity) and explain how they demonstrate them through their actions• discuss why the passage says that 'the greatest of these is love'• participate actively in the brainstorm activity • record the words charted from the exercise in <i>Annexe 2-1a</i> as part of the Knowledge Rating exercise, classifying each word according to their familiarity with it• prepare a brief oral presentation on either a real-life situation concerning one aspect of love or on the qualities of a loving friend • read their description aloud in class with attention to pronunciation and intonation• ask or respond to questions on the presentation

Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Brainstorming	Observation	Teacher
Summative	Knowledge Communication Application	Oral Presentation	Observation Checklist	Teacher

Accommodations

- Permit use of tape recorder, where needed.
- Simplify level of language expected.
- Use a children's Bible to simplify the reading of the passage on love.
- Prepare and provide a *lexique* of words used in the readings, particularly the biblical passage.

Resources

- French/English and French dictionaries
- French language Bible or Children's Bible

Appendices

Annexe 2-1a – Vocabulary Knowledge Rating

Annexe 2-1b – Mots d'amour

Activity 2: Chanson d'amour – Fait ou fantaisie?

Time: 120 minutes

Description

Students learn how stylistic devices affect meaning in poem or song. They listen to a song and through study and discussion, learn to express their understanding of the meaning and express an opinion as to the effectiveness of the medium in transmitting that message. Artistic representation of the message is a final means for the student to express his/her appreciation of the work studied.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - read and demonstrate an understanding of a range of literary and information texts;

REV.02 - apply critical thinking as the read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

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

Specific Expectations

OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);

OC2.03 - express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;

- OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their point of view);
- OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- OC3.02 - use newly acquired vocabulary in conversation;
- OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;
- OC3.04 - use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French;
- RE1.02 - identify and describe the elements of a story (e.g., characters, setting, plot, climax);
- RE1.03 - analyse fictional characters and explain their motivations;
- RE1.06 - use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information;
- RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- RE2.02 - identify formal and informal language used by authors in various literary genres;
- RE2.03 - compare the form and style of various genres (e.g., short stories, poems, essays, plays);
- RE2.04 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge or word families and roots words) to determine the meaning of unfamiliar words and idiomatic expressions;
- RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Ontario Catholic School Graduate Expectations

- OCSGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- OCSGE 1f - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- OCSGE 2b - reads understands and uses written materials effectively;
- OCSGE 2d - writes and speaks fluently one or both of Canada's official languages.

Prior Knowledge & Skills

- *Présent* and *passé composé* of major verbs
- Use of *l'imparfait* in description in conversation
- General understanding of literal versus figurative uses of language

Planning Notes

- Have necessary materials (CD and CD player) ready.
- Have video and VCR available if using a video representation of a song.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> • plays the recording of a song about love (Suggestions: Céline Dion, <i>Disc-D'eux</i>, Song - <i>Pour que tu m'aimes encore</i>; Gilles Vigneault - Text-David, M., <i>Français plus, Cahier d'activités d'enrichissement, 3ième année du secondaire</i>; Guérin, 1989. Song - <i>Les mots du Dimanche</i>) 	<ul style="list-style-type: none"> • listen to the recording for meaning and in order to note stylistic devices readily apparent to the ear, e.g., repetition

<ul style="list-style-type: none"> • provides an overhead of the words to the song for students to read while students hear the song again. This may take the form of an overhead with words missing • provides students with <i>Annexe 2-2a</i> to help them classify fact and image in the song-poem • provides students with <i>Annexe 2-2b</i> to learn about the various stylistic devices used in poetry • plays the song again for the class • leads a discussion on how the poetic and musical presentation supports the message • provides time for the students to create their artistic representation of the song/poem • evaluates student understanding of message and of the use of stylistic devices as well as their oral expression when explaining the work 	<ul style="list-style-type: none"> • read song while listening for clearer comprehension of the song. If there are words missing from the overhead, students are to fill them in while listening • analyse each stanza and refrain (if there is one) by classifying the information as to whether it is factual or imaginary • read the information on stylistic devices and identify those used in the poem/song being studied • discuss how the imagery and stylistic devices used aid in the transmission of the message of love • discuss how the music supports the song-rhythm, melody, repetition of themes/motifs, etc. • discuss whether the song would have been more or less effective if it had been presented as a poem rather than as a song • reword the message of the song/poem in a simple phrase or statement, and illustrate the statement with images or symbols suggested by the words and/or music • present their interpretation of the song-poem orally in class
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Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Discussion and question-answer	Observation	Teacher
Formative	Knowledge Communication	Discussion	Observation	Teacher
Summative	Knowledge Communication Application	Visual Representation of Message Oral Presentation	Rubrics (teacher-generated)	Teacher

Accommodations

- Permit use of headphones for those with perceptual problems.
- Use pairs where a student needs support.
- Give extra time where needed.
- Permit students to hear the song as often as needed for better comprehension and appreciation.

Resources

- Dictionaries
- Technical means – CD player, cassette player, CDs or cassettes, VCR
- Overhead of words to song, cassette, disc or video
- Text form of song to facilitate creation of overhead

Appendices

Annexe 2-2a – Fait ou fantaisie?

Annexe 2-2b – Les Figures de style

Activity 3: Soucis d'amour

Time: 120 minutes

Description

Students read about some young people with relationship problems. They complete the story offering the most just and creative solution to the problem. Students do a dramatic reading or monologue in character as they offer their view of the situation. As part of this activity, students further their understanding and use of indirect speech.

Strand(s) & Learning Expectations

Strand(s): Knowledge, Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.03 - make oral presentations on a variety of topics;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

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

WRV.01 - create written texts expressing their ideas and opinions for a variety of audiences.

Specific Expectations

OC1.01 - mime or re-enact the actions described in a recorded story, dramatization, or poem;

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

OC3.04 - use stylistic devices, e.g., juxtaposition, similes, metaphors to add interest to their spoken French;

RE1.06 - use specific research skills, e.g., identifying sources, gathering data, taking notes, outlining) as they read for information;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

RE2.02 - identify formal and informal language used by authors in various literary genres;

RE2.04 - use reading strategies, e.g., skimming text for information, using clues from context, using knowledge and word families and root words, to determine the meaning of unfamiliar words and idiomatic expressions;

RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.02 - write a dialogue or short drama illustrating the roles and reactions of characters found in a text studied in class;

WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16).

Ontario Catholic School Graduate Expectations

OCSGE 1F - seek intimacy with God and celebrates communion with God, others, and creation through prayer and worship;

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

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

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

OCSGE 5e - respects the rights, responsibilities, and contributions of self and others;

OCSGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Present tense and *passé composé* of major verbs
- Use of *l'imparfait* in description in conversation
- How to read and write dialogue within a story

Planning Notes

- Pre-check vocabulary comprehension.
- Make dictionaries available for students.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> • provides students with a copy of <i>Annexe 2-3a – Soucis d'amour</i> • poses questions to verify comprehension • leads a discussion of the possible endings to the story. Notes student suggestions • assigns the creation of an ending to the story where each student writes his/her own version using the dialogue and narration format in which the original is written • has students read their endings aloud in class and be prepared to answer questions or objections from other students • provides students with a copy of <i>Annexe 2-3b – Du discours au reportage</i>, and explain the transition from direct to indirect discourse. • demonstrates the process with <i>Annexe 2-3a</i> on overhead and works with the class to re-state the dialogue in the indirect form • assigns each student the task of re-writing his/her own ending to the story, using either direct or indirect discourse 	<ul style="list-style-type: none"> • read the story in roles as suggested by the teacher and answer questions about the story • offer ideas as to the best possible ending to the story, considering issues of morality, justice and respect for the individual • create an ending to the story, using correct dialogue and narration format • either read their own ending to the story or use questions to test the validity of another student's ending to the story • read <i>Annexe 2-3b</i> and attend to the grammar lesson • follow along with the overhead of the sheet <i>Annexe 2-3a</i> and re-write in the indirect form on their own sheet of paper • complete the assigned exercise using the form of speech preferred • submit work for marking

<ul style="list-style-type: none"> • assigns a dramatic reading or monologue where the student tells the story from the viewpoint of one character in the story or from the omniscient third-person view 	<ul style="list-style-type: none"> • tell the story aloud in class from a particular viewpoint. Use voice, gesture, and costume to tell the story in character.
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Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Discussion and question-answer	Observation	Teacher
Summative	Knowledge Communication Application	Oral Presentation	Observation Peer questions	Teacher Students
Summative	Knowledge Communication Application	Create and use rubric to evaluate written submissions	Rubric	Teacher

Accommodations

- Permit use of notes when presenting.
- Permit use of tape recorder or video to pre-tape the presentation.
- Use pairs where a student needs support.
- Give extra time to finalize written work.

Resources

Dictionaries

Appendices

Annexe 2-3a – Soucis d’amour

Annexe 2-3b – Du discours au reportage

Activity 4: L’amour en vedette

Time: 360 minutes

Description

Students learn how the format of the play permits development of the theme of love. Through the study and discussion of a play (or segment of a play), students learn how dialogue and stage instructions are formatted and how the play form benefits the development of characterization. They then compare the two forms, story and play, as to their use of language and their relative effectiveness in presenting the theme of love.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - read and demonstrate an understanding of a range of literary and informational texts;

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

Specific Expectations

- OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);
- OC2.03 - express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;
- OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);
- OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- OC3.02 - use newly acquired vocabulary in conversation;
- OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;
- OC3.04 - use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French;
- RE1.02 - identify and describe the elements of a story (e.g., characters, setting, plot, climax);
- RE1.03 - analyse fictional characters and explain their motivations;
- RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- RE2.02 - identify formal and informal language used by authors in various literary genres;
- RE2.03 - compare the form and style of various genres (e.g., short stories, poems, essays, plays);
- RE2.04 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;
- RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
- WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16).

Ontario Catholic School Graduate Expectations

- OCSGE 1a - illustrates a basic understanding of the saving story of our Christian faith;
- OCSGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
- OCSGE 2a - listens actively and critically to understand and learn in light of gospel values;
- OCSGE 2b - reads, understands, and uses written materials effectively;
- OCSGE 2d - writes and speaks fluently one or both of Canada's official language;
- OCSGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;
- OCSGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- OCSGE 4b - demonstrates flexibility and adaptability;
- OCSGE 5b - thinks critically about the meaning and purpose of work;
- OCSGE 5e - respects the rights, responsibilities and contributions of self and others;
- OCSGE 7a - acts morally and legally as a person formed in Catholic traditions;
- OCSGE 7b - accepts accountability for one's own actions;
- OCSGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Use of dialogue in prose story
- Cooperative learning skills, particularly responsibilities within a group
- Reinforcement of tenses: *présent*, *passé composé*, and *imparfait*
- Basic vocabulary of the stage or theatre

Planning Notes

- Prepare a student version of *Annexe 2-4a* with only one or two examples of the desired concepts filled in.
- Provide chart paper and felt pens for the activity.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> • Provides the students with a copy of a short play or segment of a play on the topic of love. Suggestion: <i>Florence</i> by Marcel Dubé. • Provides teacher-generated question sheets on the play for comprehension. • Leads a discussion on how a play is written, with stage notes, no quotation marks, etc. Provides a student version of <i>Annexe 2-4a</i> to list similarities and differences between story and play. • Using <i>Annexe 2-4b</i>, leads a discussion on the development of characters through various means, e.g., costume, dialect, plot. • Highlights aspects of characterization that are developed particularly through the play format. • Sets up groups to identify the play’s messages about the theme of love, focusing on the aspects of love in family and in friendship. • Provides chart paper and felt pens for students to note their observations. • Asks students to organize themselves to facilitate recording and presenting their ideas to the class. 	<ul style="list-style-type: none"> • Read the play in groups, with each member taking a specific role or acting as the narrator to read stage direction, etc. • Answer the comprehension questions on the scene from the play. • Participate in discussion on the methods used in the writing of a play. Use <i>Annexe 2-4a</i> (student version) to list similarities and differences between story and play. • Use <i>Annexe 2-4b</i> to list the characters and describe their characteristics. • Highlight those aspects that owe their development to the play format. • Describe each character in a paragraph based on the charted information. • Take part in discussing the play’s message(s) about love, paying attention to the character traits of a caring person. • Organize themselves to discuss, record on chart paper and present their ideas on the topic to the class.

Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Discussion Question-answer process	Observation and checklist	Teacher
Formative	Knowledge Communication	Discussion	Observation and checklist	Teacher
Summative	Knowledge Communication Application	Written description of a caring friend or family member	Rubric	Teacher

Accommodations

- Reduce length of written assignment.
- Provide list of adjectives for written assignment.
- Provide vocabulary list for stage and theatre, e.g., *les personnages, l’arrière-plan, les coulisses*.

Resources

French-English Dictionaries

Appendices

Annexe 2-4a – Langage et format – copie maître

Annexe 2-4b – Descriptions des personnages – grille

Activity 5: L'amour analysé

Time: 180 minutes

Description

Students learn to express opinions and preferences. As the first step in a jigsaw activity, students work in 'expert' groups to examine **one** of the works studied thus far. They state their opinions on the impact of the work as it transmits its message of love. Group activity requires a degree of sensitivity to the needs and feelings of others as students consider and express personal opinions. This assignment requires the students to incorporate demonstrative and relative pronouns in their oral and written expression.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

WRV.01 - create written texts expressing their ideas and opinions for a variety of audiences;

WRV.02 - write in a variety of forms, adjusting the language to suit the purpose and the audience;

WRV.03 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

RE1.02 - identify and describe the elements of a story (e.g., characters, setting, plot, climax);

RE1.03 - analyse fictional characters and explain their motivations;

RE1.05 - write a multi-paragraph critique of a literary text based on their interpretation;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

RE2.02 - identify formal and informal language used by authors in various literary genres;

RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.03 - write a multi-paragraph text commenting on a situation or defending an opinion;

WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

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

WR2.03 - identify correctly the indicators for parts of speech (e.g., n. for noun, adj. for adjective) that are found in a dictionary;

WR2.04 - incorporate newly acquired vocabulary into their written work;

WR2.05 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Ontario Catholic School Graduate Expectations

OCSGE 1a - illustrates a basic understanding of the saving story of our Christian faith;

OCSGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

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

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

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

OCSGE 3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

OCSGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;

OCSGE 3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

OCSGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Prior Knowledge & Skills

- *Le présent des verbes*
- Use of comparative and superlative degrees of commonly known adjectives and adverbs
- Cooperative learning strategies – ‘expert’ groups and jigsaw; responsibilities in groups

Planning Notes

- Prepare overheads of *Annexe 2-5a* as well as handouts for students.
- Consider a variety of ways of grouping students: homogeneous groups, heterogeneous groups, blend of strong and weak opinions, etc.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none">• Directs a brainstorming/research session to elicit language used to express opinion and defend a point of view e.g., <i>selon moi, je pense que, à mon avis, d’après moi.</i>• Leads a class discussion to elicit methods or techniques that authors may use to develop a theme. Consider: music, costume, characterization, metaphor, symbolism, staging, plot (surprise ending, emotional climax) humour, empathy, fear, heroic acts, etc.• Groups students into three groups and assign to each group one of the three works/genres studied for analysis (song/poem, play, story).• Provides chart paper and felt pens and instructs students to list aspects of the work the group is examining.• Provides and explains the use of <i>Annexe 2-5a</i> to assist students in classifying methods/techniques or events compiled by each group on the charts. The headings to be used are: <i>les sentiments, la raison, les sens.</i>	<ul style="list-style-type: none">• Participate actively to list as many expressions and words as possible to express preferences and opinions.• Participate in discussion on methods or techniques used in literature to develop a theme.• Take notes on the suggested methods and techniques for future use.• As part of a group responsible for one work/genre studied, offer and list specific methods/techniques or events used in the work/genre assigned to develop the theme of love.• Chart the techniques/methods or events identified along with specific details from the work.• Use three headings: <i>les sentiments, la raison, les sens</i>, to classify the charted methods/techniques or events and provide an example from the work studied for each method/technique/event listed.• Complete <i>Annexe 2-5a</i> with identical information for use in the jigsaw to be completed in Activity 6.

<ul style="list-style-type: none"> • Assigns a paragraph which expresses an opinion of the piece examined by the group and incorporates some of the information on the student's copy of <i>Annexe 2-5a</i>. • Provides a teacher-prepared rubric to evaluate student paragraph on language conventions, use of expressions of opinion, clarity of point-of-view. • Evaluates student paragraph using teacher-generated rubric. 	<ul style="list-style-type: none"> • Use the notes compiled by the group to write a paragraph expressing their own opinion of the piece studied. • Use the rubric provided when planning the written piece in order to meet expectations. • Submit paragraph for marking.
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Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Discussion in groups	Observation and checklist	Teacher
Formative	Knowledge Communication	Classification of information	Pencil-and-paper activity	Student
Summative	Knowledge Communication Application	Written opinion of work examined by his/her group	Teacher generated rubric (completion, use of expressions of opinion, description, conventions)	Student/Teacher

Accommodations

- Simplify linguistic expectations of written assignment.
- Provide list of adjectives, adverbs, expressions of opinion.
- Permit work in resource centre for those with difficulty in a group environment.

Resources

French-English Dictionaries

Appendices

Annexe 2-5a – L'amour comprend tout: les sentiments, la raison, les sens

Activity 6: A la défense de l'amour

Time: 180 minutes

Description

Students complete the jigsaw process in order to share information and perceptions about the three literary works studied. After examining the three selections studied, students state a preference for one work or genre and defend their opinions. In small groups, they conduct a seminar or panel presentation on their preferred representation of the theme of love. As a culminating task, students summarize their thoughts in writing in an essay of approximately 500 words. This written piece should use appropriate language conventions covered and make reference to literary concepts presented in the unit.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

- OCV.01 - respond in a variety of ways to a range of media works and spoken texts;
- OCV.02 - express ideas and opinions in self-directed conversations and discussions;
- OCV.03 - make oral presentations on a variety of topics;
- OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;
- WRV.01 - create written texts expressing their ideas and opinions for a variety of audiences;
- WRV.02 - write in a variety of forms, adjusting the language to suit the purpose and the audience;
- WRV.03 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

- OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);
- OC1.04 - ask questions and make comments to clarify and evaluate classmates' presentation during class or small-group discussions;
- OC2.01 - prepare an argument based on researched information;
- OC2.03 - express their ideas and opinions on a literary theme (e.g., how to judge what is really important in life) in class or small-group discussions;
- OC2.04 - participate in informal debated or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);
- OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
- OC3.02 - use newly acquired vocabulary in conversation;
- OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;
- OC3.04 - use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French;
- RE1.03 - analyse fictional characters and explain their motivations;
- RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 14);
- RE2.02 - identify formal and informal language used by authors in various literary genres;
- WRI.03 - write a multi-paragraph text commenting on a situation or defending an opinion.

Ontario Catholic School Graduate Expectations

- OCSGE 1a - illustrates a basic understanding of the saving story of our Christian faith;
- OCSGE 1f - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- OCSGE 1g - 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;
- OCSGE 1i - integrates faith with life;
- OCSGE2c - present information and ideas clearly and honestly and with sensitivity to others;
- OCSGE2d - writes and speaks fluently one or both of Canada's official languages;
- OCSGE 3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- OCSGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;
- OCSGE 3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
- OCSGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- OCSGE 4b - demonstrates flexibility and adaptability;

- OCSGE 4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
- OCSGE 4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
- OCSGE 5b - thinks critically about the meaning and purpose of work;
- OCSGE 5c - develops one's God-given potential and makes a meaningful contribution to society;
- OCSGE 5e - respects the rights, responsibilities and contributions of self and others;
- OCSGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- OCSGE 6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- OCSGE 7a - acts morally and legally as a person formed in Catholic traditions;
- OCSGE 7b - accepts accountability for one's own actions.

Prior Knowledge & Skills

- *Le présent des verbes*
- Use of positive, comparative and superlative degrees of commonly known adjectives and adverbs
- Expressions of opinion
- Verbs expressing feelings
- Direct and indirect speech
- Use of relative pronouns

Planning Notes

- The first step in the jigsaw process was completed in Activity 5. Therefore, Activity 5 is a prerequisite of Activity 6.
- Provide felt pens and chart paper.
- Create rubrics to evaluate the panel presentation/seminar and the written essay.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> • Prepares students for a jigsaw activity by explaining how a jigsaw permits them to share expert information thus providing all students with a greater knowledge base. • Defines the steps and timelines to be followed in the jigsaw. • Provides <i>Annexe 2-6a</i> for students to complete during the jigsaw activity. This will enable students to identify aspects of the literary work and to note feelings it evokes. • Provides time for class presentations by small groups of students who chose the same work/genre. • Evaluates oral presentation using teacher-generated rubric. Considers pronunciation, appropriate vocabulary, language conventions, logic, sequencing of ideas, sharing of tasks within the group, response to questions. 	<ul style="list-style-type: none"> • Learn what their role will be in the jigsaw activity and review their copy of <i>Annexe 2-5a</i> in preparation for sharing information. • Follow instructions to complete the sharing of information. • Use <i>Annexe 2-6a</i> to note the information presented by the expert(s) on the various genres. • Work with students who prefer the same work or genre and present their reasoning for the preference in a panel presentation or seminar. • Pose or respond to questions on the presentations.

<ul style="list-style-type: none"> • Assigns the culminating task. Students use the ideas and supporting examples to write a multi-paragraphed essay expressing appreciation and understanding of their preference of the literary works/genres studied. • Evaluates student essay using a teacher-generated rubric. Considers appropriate vocabulary, language conventions (spelling, grammar and punctuation), logic, sequencing of ideas, length, essay form (thesis statement, introduction, development of the argument, and conclusion). 	<ul style="list-style-type: none"> • Write a multi-paragraphed essay of at least 500 words expressing appreciation and understanding of the literary work/genre. The thesis should be clearly stated and defended using ideas and classifications generated from the chart. • Submit essay for marking.
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Assessment & Evaluation of Student Achievement

Type	Category	Methods/Strategies	Tools	User
Formative	Thinking/Inquiry Communication	Discussion in groups	Observation and checklist	Teacher
Formative	Knowledge Communication	Sharing information regarding preferences in panel presentation.	Teacher-generated Rubric	Teacher
Summative	Knowledge Communication Application	Written defense of literary preference	Teacher-generated Rubric	Teacher

Accommodations

- Reduce length of written assignment.
- Provide list of expressions of opinions, preferences and feelings.
- Allow certain students to have peer-helpers, if necessary.
- Provide a list of questions to assist in the organization of ideas to be presented.

Resources

French-English Dictionaries

Appendices

Annexe 2-6a – Examinons! La pièce, le conte et le poème/la chanson... à la “jigsaw”

	La compréhension / la mésentente	Respecter
	L'honnêteté / la déception	Aider
	La communication / le silence	Prendre soin
		Chérir
		Admirer
		Se donner la main
		Réconforter
		Encourager
		Valoriser
		Permettre
		Partager
		Rendre content
		Satisfaire
		Flatter
		Évaluer
		(s')Amuser
		Jouer
		Mentir
		Se disputer
		Se méfier de
		Considérer
		Donner de l'appui
		Comprendre
		Être jaloux
		Se douter
		Rejeter
		Se quitter

Annexe 2-2b

Les Figures de style

Les figures de style sont des techniques ou façons pittoresques d'exprimer des idées, surtout dans la poésie. Voici une liste de quelques figures de style.

L'énumération :

Il s'agit ici d'une liste ou d'une série de mots de la même nature ou de la même fonction . Ces mots se rapportent à un même terme.

Exemple : Quels élèves gentils, polis, énergétiques, sympa, superbes!

La gradation :

Cette stratégie offre des mots en séries qui montent ou qui descendent dans leur effet.

Exemple : Mon devoir était malpropre, raturé, déchiré, illisible

La comparaison :

La comparaison est le rapprochement entre deux êtres ou deux réalités qui se ressemblent.

Mots-outils: comme, ressembler à, semblable à, pareil à, avoir l'air de

Exemple : Line était bavarde comme une vieille dame.

Métaphore :

C'est la comparaison sans les mots-outils.

Exemple : Ma professeure est une vraie terreure!

La Personnification :

Cette figure attribue des actions ou qualités humaines à une chose ou à un animal.

Exemple : Les fleurs sourient sous le soleil d'été.

L'onomatopée :

Cette figure de style utilise des mots dont le son suggère le sens.

Exemple : Toc! Toc! toc! Qui frappe à la porte?
Je déteste le brouhaha de la foule dans cette classe!

La répétition :

La répétition est le redoublement d'un mot ou d'une expression pour rendre l'expression plus forte.

Exemple : Je suis très très fâché contre toi!
Je travaillais et je travaillais sans cesse.

Le contraste :

Le contraste est l'opposition de deux idées très différentes pour mettre en relief le texte.

Exemple : Quand je suis rentrée tard, ma mère m'a embrassée et puis elle m'a grondée.

L'hyperbole :

L'hyperbole est une forme d'exagération pour transmettre une idée forte.

Exemple : Si tu me quittes, je vais mourir!

La périphrase :

La périphrase utilise plusieurs mots ou une expression pour remplacer un seul mot.

Exemple : La saison des fruits = l'été
Celui qui annonce le printemps = le rouge-gorge

Annexe 2-3a

Soucis d'amour

Un jour, en attendant son chum Marc devant la cafétéria, Julie a entendu sa copine Madeleine l'appeler. Julie s'est tournée la tête vers la voix de son amie et l'a vue assise avec quelques amies à une table tout près de la porte de la caf. Après avoir vérifié que Marc ne s'approchait pas, elle est allée voir Madeleine.

“Salut, Madi, ça va, toi?,” lui a dit Julie.

“Moi, oui, ça va. Mais toi, ma belle, comme tu dois être fâchée!,” s'est exclamée Madeleine.

“Moi? Mais pourquoi? Qu'est-ce qui se passe?,” a demandé Julie.

“Mais regarde! Là-bas, dans le coin!”

Julie a regardé l'endroit indiqué par Madeleine. Là, elle a vu son chum Marc assis avec une fille qu'elle ne connaissait pas. C'était évident que les deux se connaissaient bien, même qu'ils s'aimaient, car ils étaient assis tout proches l'un de l'autre et Marc avait mis son bras autour des épaules de la fille. Il avait la tête penchée vers l'oreille de la fille et lui parlait comme s'il lui disait un secret. Tout à coup, Julie avait mal au ventre. Son visage est devenu très pâle. Avec ses yeux tournés vers Marc, elle s'est assise à côté de Madeleine sans perdre Marc de vue.

“Ils sont là depuis quinze minutes. Les deux sont entrés immédiatement après la dernière classe. J'ai appelé Marc mais il ne m'a pas répondu,” a dit Madeleine.

“Oui, et il a donné un bec à cette fille. Je ne la connais pas. Elle doit être nouvelle.” Ceci a été offert par Jeanne Marie qui était la fouinarde par excellence de l'école.

Anne, une fille notée pour son calme, a remarqué, “Oui, mais pas sur les lèvres, sur la joue! Ce n'était pas sérieux!”

Toutes les filles autour de Julie la regardaient pour attendre sa réaction. Elle ne savait pas quoi faire, mais elle était certaine qu'elle ne voulait pas discuter de son chum avec ces filles. Après un moment d'hésitation, elle a quitté les filles et s'est approchée de Marc et la fille étrangère. Sachant que Madi et les autres la regardaient, elle était si nerveuse que la marche de quelques secondes semblait interminable. Enfin, elle s'est retrouvée devant la table où Marc et la fille étaient assis. Marc s'est levé la tête et l'a regardée. Julie a respiré pour se calmer et puis elle lui a dit,

“Marc, je t'attendais devant la cafétéria, mais Madi m'a appelée et m'a dit que tu étais ici. Qu'est-ce qui se passe?” a demandé Julie.

DEFI – Finissez leur conversation de façon qu'il est évident qui est la fille étrangère, quelle est la relation entre Marc et elle et quelles sont les réactions de Marc et de Julie. Ce travail doit comprendre 120 à 150 mots.

Annexe 2-3b

Du discours au reportage

Quand on entend la parole de quelqu'un et qu'on veut la raconter à une autre personne, on utilise *le discours indirect*. En voici des exemples :

Direct : Marc a dit à Julie, "Attends-moi devant la caf après période deux."

Indirect : Marc a dit à Julie de l'attendre devant la caf après période deux.

Dans cet exemple, une commande est remplacée par un verbe à l'infinitif.

Direct : Madi a dit, "Comme tu dois être fâchée!"

Indirect : Madi a dit que Julie devait être fâchée.

Dans cet exemple, le verbe au présent dans les mots entre guillemets (la citation) change à un verbe au passé. Dans ce cas, on utilise l'imparfait parce qu'il s'agit d'une description.

Direct : Anne a remarqué, "Ce n'était pas sérieux!"

Indirect : Anne a remarqué que ce n'était pas sérieux.

Dans cet exemple, on voit le même temps du verbe parce qu'il s'agit encore d'une description.

Direct : Une des filles a remarqué, "Il lui a même donné un bec"

Indirect : Une des filles a remarqué qu'il lui avait même donné un bec.

Dans cet exemple, le verbe dans la citation change au plus-que-parfait parce que cette action (donner un bec) a eu lieu avant l'action de parler (remarquer).

A remarquer :

Si le verbe dans la proposition principale est au présent ou au futur, le temps du verbe dans la citation entre guillemets ne change pas dans la proposition subordonnée. Evidemment, le sujet change aussi de la première à la troisième personne.

Marie dit à sa mère, "Maman, je veux sortir avec Jean-Pierre."

Marie dit à sa mère qu'elle veut sortir avec Jean-Pierre.

Travail :

Écrivez la fin de l'histoire racontée dans l'annexe 2-2i en utilisant le discours indirect. Vous pouvez continuer l'histoire dans la voix impersonnelle ou vous pouvez choisir de la raconter comme si c'est une des filles ou Marc qui parle.

Annexe 2-4a

Copie maître

Langage et format de présentation dans le conte et la pièce

Voilà une comparaison entre un conte et une pièce.

	Conte	Pièce
1	Argot ou langage commun quand un personnage parle	Argot ou langage commun quand un personnage parle
2	Dialogue en guillemets- “...”	Pas de guillemets, mais les lignes du dialogue sont alignées en colonne et chaque personnage qui parle est identifié par nom.
3	Phrases complètes	Phrases incomplètes
4	L’indicatif s’utilise presque toujours	L’impératif est souvent utilisé (directives de la scène)
5	Dialogue possible	Dialogue est nécessaire
6	Phrases complexes	Phrases simples
7	Idées divisées en paragraphes	Idées présentées en conversation (dialogue)
8	La prose est lue oralement ou silencieusement	La pièce demande l’oral
9	L’imagination offre l’aspect visuel	Le metteur en scène offre son interprétation visuelle
10	L’imagination fournit les effets sonores	Les effets sonores font partie du spectacle

Annexe 2-4b

Descriptions des personnages de la pièce *Florence*

En vous basant sur les indications scéniques, complétez la grille en nommant les personnages principaux de la pièce lue en classe et en notant les détails importants qui les décrivent. Pour vous aider, on donne un exemple tiré de *Florence* par Marcel Dubé.

Nom du personnage	Description physique	Description de personnalité	Actions et habitudes
Florence - au début de la pièce	-jeune, environ 20 ans -ordinaire, mais assez belle	-sensible -timide -obéissante et patiente -naïve et innocente -manque de confiance en soi	-secrétaire dans une agence de voyage -habite avec ses parents -attend le mariage avant de se donner à un homme

En vous basant sur les détails notés ci-haut, écrivez un paragraphe pour chaque personnage pour le décrire.

Annexe 2-5a

L'amour comprend tout: les sentiments, la raison et les sens

Lisez les explications des trois catégories. Dressez une liste pour chaque catégorie en vous basant sur l'oeuvre que le groupe va examiner. Ajoutez une citation ou un exemple tiré de l'oeuvre pour chaque item dans la liste.

L'amour et les autres sentiments –

Vous pouvez parler des émotions avec lesquelles vous vous identifiez ou qui sont provoquées en lisant cette oeuvre. Les émotions peuvent inclure la peur, l'amour, la joie, la haine, la sympathie, le dégoût, la colère, la tristesse, l'amusement, l'humour, l'agitation, la sensibilité.

Les sentiments	Les exemples tirés de l'oeuvre étudiée

L'amour et la raison –

Vous pouvez parler de la logique, des actions raisonnables ou irraisonnables, de la justice ou de l'injustice, du ridicule, de la tragédie, des réussites, des plans, du vouloir, de la persévérance, du bien et du mal, de la condition humaine.

La raison/la logique	Les exemples tirés de l'oeuvre étudiée

L'amour et les sens-

Vous pouvez parler de des cinq sens physiques: le toucher, l'odorat, l'ouïe, la vue, et le goût. Vous pouvez parler aussi des actions qui font appel à ces sens et à d'autres sentiments chez le lecteur.

Les sens	Les exemples tirés de l'oeuvre étudiée

Annexe 2-6a

Examinons! La pièce, le conte et le poème/la chanson... à la 'jigsaw'

Jigsaw : Dans cet exercice, on doit semer mais aussi faire la récolte. En groupe, vous décidez qui sont les "experts" (qui se déplacent) et qui sont les secrétaires (qui restent sur place). Quand les experts ont fini de partager, tout le monde retourne à son groupe pour compléter sa propre copie des renseignements ramassés par les secrétaires. Cette feuille n'est qu'un point de départ. Vous aurez besoin de pages supplémentaires pour noter tous les renseignements offerts par les 'experts'. Cette information sera utile pour achever la tâche culminante.

Renseignements notés :

La pièce – Titre : _____ **Auteur/e** _____

Vous pouvez parler des personnages, du langage, de la scène, du décor, des accessoires, du dialogue des effets sonores, de tout ce qui embellit le thème de l'amour.

La pièce	Les preuves tirées de l'oeuvre étudiée

Le conte – Titre : _____ **Auteur/e** _____

Vous pouvez parler de l'intrigue, de l'action qui monte, du développement des personnages, de la crise, du dénouement, de la description, de l'atmosphère, du niveau de langue - tout ce qui est relié au thème de l'amour.

Le conte	Les preuves tirées de l'oeuvre étudiée

Le poème ou la chanson – Titre : _____ **Auteur/e** _____

Vous pouvez parler des figures de style, de la musique, du message, des sentiments évoqués, du format, e.g., refrain dans une chanson, de la rime, du rythme, de la longueur, de tout ce qui renforce le thème de l'amour.

Le poème ou la chanson	Les preuves tirées de l'oeuvre étudiée

Unit 3: À chacun(e) la parole

Time: 20 hours

Unit Developers: Elizabeth Ferns, Rhonda Ruddy, Bob Stilson

Unit Description

Students survey, research, and analyse current issues through newspapers, the Internet, television broadcasts, etc. Students produce a media presentation on a chosen topic, followed by a panel discussion. Through the various activities in the three strands, the students learn to assess information critically and express their views. Students learn the formation of the *futur antérieur*, *plus-que-parfait*, and *conditionnel passé* of *-er*, *-ir*, *-re* and irregular verbs, as well as expressions of quantity + *de* + a noun. As the culminating task, students respond to a media presentation and panel discussion by writing a letter to the editor. As in other units, students continue to enhance their communication skills through the self-directed study of high-interest current issues.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
3.1 Passons en revue	120 min	OCV.01, .02, .04; OC2.04, .05; OC3.01, .02, .03; RE1.06; RE2.01, .05; WR2.01, .04	Knowledge/ Understanding Communication	Create and conduct a survey on current issues
3.2 Renseignons-nous!	300 min	OCV.01, .02, .04; REV.01, .03, .04; OC1.02, .03; OC2.04; OC3.01, .02, .03; RE1.01, .06; RE2.01, .04, .05; WR2.01, .04	Knowledge/ Understanding Communication Application	Research a specific topic
3.3 Au boulot!	180 min	OCV.01, .02, .04; REV.02, .04; WRV.01, .02, .03; OC1.02, .03; OC2.01, .04, .06; OC3.01, .02, .03; RE1.06; RE2.01, .04, .05; WR2.01, .02, .03, .04, .05	Knowledge/ Understanding Communication Application	Plan media presentation
3.4 Temps de parole	180 min	OCV.01, .03, .04; OC1.02, .03, .04; OC2.06; OC3.01, .02, .03, .04	Application	Media presentation
3.5 Prenons la parole!	240 min	OCV.01, .02, .03, .04; REV.02, .04; OC1.02, .03, .04; OC2.04; OC3.01, .02, .03	Thinking/Inquiry Application	Panel discussion
3.6 À mon avis	180 min	REV.02, .04; WRV.01, .02, .03; RE1.01; RE2.01, .04, .05; WR1.03; WR2.01, .02, .03, .04, .05	Thinking/Inquiry Communication Application	Culminating Task: Letter to the editor

Activity 1: Passons en revue

Time: 120 minutes

Description

Students brainstorm sources of news and information as well as current issues of interest to them. Students work in pairs to produce a questionnaire. The students use their questionnaires to survey classmates, friends, and parents to determine which news sources they use and which issues are important to them. Students then compile the results of their surveys, using charts, graphs, percentages, etc. and may use their findings as a basis for their research topic in Activity 2. Students learn expressions of quantity + *de* + a noun, e.g., *la majorité des gens*, *peu de gens*, etc. which they apply when reporting their survey findings to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

OC2.05 - present a report based on the results of a questionnaire on a current issue (e.g., the use of drugs in sports);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

RE1.06 - use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

WR2.04 - incorporate newly acquired vocabulary into their written work.

Prior Knowledge & Skills

- Grade 10 Academic Core French expectations
- Correct interrogative sentence structure
- Conducting a survey

Planning Notes

- Care should be taken in pairing students as they will be working together throughout the entire unit.
- Have a prepared list of current issues and news sources to supplement student brainstorming.
- Provide for photocopying student questionnaires.
- Cross-curricular connections include Math, Media Studies and Social Sciences.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> directs a brainstorming session to compile a list of media sources, current issues, and how to compile a survey introduces expressions of quantity + <i>de</i> + a noun explains criteria for questionnaire monitors, corrects, and advises students during writing process 	<ul style="list-style-type: none"> take notes and contribute to the discussion complete grammar exercises work with a partner to create a questionnaire use questionnaires to conduct a survey compile information and share with the class using expressions of quantity + <i>de</i> + a noun

Assessment & Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Formative	Teacher/student	Observation	Brainstorming Oral questions and discussion	Knowledge/Understanding Communication
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding
Formative	Teacher	Observation	Writing questionnaire Conducting and compiling survey	Knowledge/Understanding Communication Application

Accommodations

- Strategic pairing
- Vary time allotment
- Allow regular conferencing
- Provide computer access for word processing

Resources

- Bilingual French/English dictionaries
- Annexe 3.1* and other sample questionnaires from magazines

Appendices

Annexe 3.1a, 3.1b

Activity 2: Renseignons-nous!

Time: 300 minutes

Description

Students, working in pairs, choose a specific current issue of interest to them and research it using a minimum of three different types of sources. Students acquire enough knowledge and examples to write an article on the topic in readiness for the next activity. Students learn the formation of the *futur antérieur*.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.01 - read and demonstrate an understanding of a range of literary and informational texts;

REV.03 - expand their understanding of francophone culture around the world through their reading;

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

Specific Expectations

OC1.02 - extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;

OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);

OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

RE1.01 - summarize articles or short stories to present key information;

RE1.06 - use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

RE2.04 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;

RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

WR2.04 - incorporate newly acquired vocabulary into their written work.

Prior Knowledge & Skills

- Grade 10 Academic Core French expectations
- Results from previous activity
- Correct sentence structure

Planning Notes

- Book library periods and/or computer labs to ensure access to Internet and media/print resources.
- Integrate knowledge and skills from Media, Information Technology and Social Sciences.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> introduces formation and use of the <i>futur antérieur</i> (Annexe 3.2) explains research assignment emphasizing need for three different types of sources and criteria for survey supervises research monitors, corrects, and advises students during writing process 	<ul style="list-style-type: none"> complete grammar exercises ask questions for clarification conduct research and takes notes work with partners to synthesize information from their three sources and write article

Assessment/Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding
Formative	Teacher	Observation	Oral discussion and questioning	Knowledge/Understanding
Formative	Teacher	Observation	Research and note taking	Knowledge
Formative	Teacher	Rough draft See Presentation Rubric (Annexe 3.3)	Writing an article	Communication Making Connections

Accommodations

- Allow for regular conferencing.
- Provide computer access for word processing.
- Vary time allotment for writing assignment.

Resources

Bilingual French/English dictionaries

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

Multimedia resources - television, Internet, newspapers, periodicals, magazines, etc. (see Course Overview bibliography, pp. 16-17)

Appendices

Annexes 3.2, 3.3

Activity 3: Au boulot!

Time: 180 minutes

Description

Students plan a media presentation in the style of an on-the-spot news report, an interview, etc. based on their research and article from the previous activity. Students produce a handout to be distributed at the time of their presentation. The handout must include their article from Activity 2, two points-of-view on the issue, questions designed to spark discussion on the issue as well as relevant vocabulary. Students also learn the formation of the *plus-que-parfait* and *conditionnel passé*, which they will revisit in Unit 4.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

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

WRV.01 - create written texts expressing their ideas and opinions for a variety of audiences;

WRV.02 - write in a variety of forms, adjusting the language to suit the purpose and the audience;

WRV.03 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

OC1.01 - mime or re-enact the actions described in a recorded story, dramatization, or poem;

OC1.02 - extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;

OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);

OC2.01 - prepare an argument based on researched information;

OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

OC2.06 - create a media presentation (e.g., a news report, an interview, a political debate);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

RE1.06 - use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information;

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

RE2.04 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;

RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

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

WR2.03 - identify correctly the indicators for parts of speech (e.g., n. for noun, adj. for adjective) that are found in a dictionary;

WR2.04 - incorporate newly acquired vocabulary into their written work;

WR2.05 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge and Skills

- Grade 10 Academic Core French expectations
- Presentation skills
- Structure of interrogative sentences

Planning Notes

- Ensure access to photocopier for reproduction of presentation handouts.
- Create a rubric for the media presentation with the students.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none">• introduces <i>plus-que-parfait</i> and <i>conditionnel passé</i>• explains media presentation and presents presentation rubric (<i>Annexe 3.3</i>)• monitors, corrects, and advises students throughout the planning process	<ul style="list-style-type: none">• complete grammar exercises• take notes and ask questions for clarification• work with partner to plan media presentation in Activity 4• work with partner to prepare handout for panel discussion in Activity 5

Assessment & Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Diagnostic	Teacher	Correction	Grammar exercises	Knowledge/Understanding
Formative	Teacher/ student	Observation Peer progress assessment	Planning media presentation	Thinking/Inquiry Communication

Accommodations

- Allow regular conferencing.
- Vary time allotment for preparation.
- Provide computer access for word processing.

Resources

Bilingual French/English dictionaries

“*Conditionnel passé, Plus-que-parfait*”, pp. 259-261 in Collet, Paulette and Frank Milani. *Objectifs*. Toronto: Pearson Education, 1988.

“*Liste de contrôle*”, p. 9 in Jean, Gladys. *Avec Brio: Guide pratique de communication*. Toronto: Pearson Education, 1996.

Plus-que-parfait exercises in Valette, Jean-Paul and Rebecca M. Valette. *French for Fluency*. Toronto: D.C. Heath, 1985.

Students’ notes and articles from Activity 2.

Appendices

Annexes 3.3, 3.4

Activity 4: Temps de parole

Time: 180 minutes

Description

Students present the media presentation that they planned in Activity 3. This gives students the opportunity to express orally their ideas and opinions. This activity is directly linked to the panel discussion in Activity 5.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.03 - make oral presentations on a variety of topics;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

OC1.02 - extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;

OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);

OC2.06 - create a media presentation (e.g., a news report, an interview, a political debate);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues;

OC3.04 - use stylistic devices (e.g., juxtaposition, similes, metaphors) to add interest to their spoken French.

Prior Knowledge & Skills

- Grade 10 Academic Core French expectations
- Oral communication skills

Planning Notes

- Book a television and a VCR and other audio-video equipment that is necessary for presentations.
- Following each presentation, the presenting group leads the panel discussion as outlined in Activity 5.
- The teacher may choose to have students do a peer evaluation of presenting groups.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none">• listens to presentations and asks questions• evaluates presentations according to rubric (<i>Annexe 3.3</i>)	<ul style="list-style-type: none">• distribute handouts and review vocabulary• perform media presentation• listen to other presentations and take notes• participate in a panel discussion after each media presentation

Assessment & Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Summative	Teacher (student if peer evaluating)	Rubric (<i>Annexe 3.3</i>)	Media presentation	Communication Application/ Making Connections

Accommodations

- Have students present to teacher only.
- Encourage greater use of visual aids.

Resources

Presentation handouts prepared by students in Activity 3

Appendices

Annexes 3.3, 3.4

Activity 5: Prenons la parole!

Time: 240 minutes

Description

Students respond orally to each media presentation performed in Activity 4. Acting as experts, the presenters moderate, field questions, and encourage class discussion with the help of their own previously prepared questions (see Activity 3). Students apply their knowledge of the *futur antérieur* to make predictions.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OCV.02 - express ideas and opinions in self-directed conversations and discussions;

OCV.03 - make oral presentations on a variety of topics;

OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

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

Specific Expectations

OC1.02 - extract the main ideas and supporting details from media works (e.g., radio and television newscasts, sports reports, video clips) and discuss their interpretations;

OC1.03 - give their own viewpoints on a variety of spoken texts (e.g., readings or recordings of short stories, poems, plays);

OC1.04 - ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions;

OC2.04 - participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);

OC3.02 - use newly acquired vocabulary in conversation;

OC3.03 - interpret the meaning of unfamiliar words, using contextual clues.

Prior Knowledge & Skills

- Grade 10 Academic Core French expectations
- Oral communication skills
- Formation and use of the *futur antérieur*

Planning Notes

- Activities 4 and 5 are done in tandem, with the panel discussion immediately following each presentation.
- Review with students' the rules concerning effective class discussions.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none">• listens to discussion, asks questions, and evaluates the panel discussion according to rubric (<i>Annexe 3.3</i>)• reviews the formation and use of the <i>futur antérieur</i>	<ul style="list-style-type: none">• moderate discussion and answer questions when they are the presenters• listen, ask questions and contribute to discussion• take notes to record key information• make a written prediction on each issue using the <i>futur antérieur</i>

Assessment & Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Formative/ Summative	Teacher	Observation/Rubric	Panel discussion	Communication Application/Making Connections
Summative	Teacher	Rubric	Written predictions using the <i>futur antérieur</i>	Application/Making Connections

Accommodations

- To assist students requiring remediation, brainstorm possible predictions once all panel discussions are completed.
- Vary time allotment for written predictions.

Resources

Presentation handouts prepared by students in Activity 3

Appendices

Annexes 3.3, 3.4

Activity 6: À mon avis

Time: 180 minutes

Description

Students choose one of the issues that has been presented and discussed (other than their own) and express an opinion about it in a letter to the editor.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

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

WRV.01 - create written texts expressing their ideas and opinions for a variety of audiences;
 WRV.02 - write in a variety of forms, adjusting the language to suit the purpose and the audience;
 WRV.03 - use correct grammar and appropriate language conventions in their written work.

Specific Expectations

RE1.01 - summarize articles or short stories to present key information;
 RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
 RE2.04 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words) to determine the meaning of unfamiliar words and idiomatic expressions;
 RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
 WR1.01 - write a review of a text, a movie, or a play studied in class, including a summary of the plot and their personal reactions and recommendations;
 WR1.03 - write a multi-paragraph text commenting on a situation or defending an opinion;
 WR2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 11, p. 16);
 WR2.02 - revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
 WR2.03 - identify correctly the indicators for parts of speech (e.g., n. for noun, adj. for adjective) that are found in a dictionary;
 WR2.04 - incorporate newly acquired vocabulary into their written work;
 WR2.05 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary.

Prior Knowledge & Skills

- Grade 10 Academic Core French expectations
- Letter-writing skills
- Correct sentence structure

Planning Notes

- Encourage students to refer to presentation handouts and any notes they have taken during the presentations and ensuing discussions.

Teaching/Learning Strategies

The teacher:	The students:
<ul style="list-style-type: none"> • reviews formal letter-writing format, vocabulary and structures of persuasive writing • presents rubric (<i>Annexe 3.5</i>) • monitors, corrects, and advises throughout writing process • evaluates letters according to rubric (<i>Annexe 3.5</i>) 	<ul style="list-style-type: none"> • listen, take notes, and ask questions for clarification • write drafts of letter • exchange drafts with a partner for peer-proofreading • write final copy of letter

Assessment & Evaluation of Student Achievement

Type	User	Tool	Methods/Strategies	Category
Summative	Teacher	Rubric (<i>Annexe 3.5</i>)	Letter to the editor	Knowledge/Understanding Thinking/Inquiry Application/Making Connections

Accommodations

- Allow for regular conferencing.
- Vary time allotment.
- Allow for several drafts with teacher proofreading.
- Ensure access to computers for word processing.

Resources

Bilingual French/English dictionaries

Handouts from media presentations

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

Appendices

Annexe 3.5

Annexe 3.1a

Aide remue-méninges

Questions controversées

l'alcoolisme
les ateliers (où la main d'oeuvre est exploitée)
l'avortement
la censure
le clonage
les jeunes délinquants
les drogues
les droits de la femme
les droits de l'enfant
les droits des animaux
l'environnement
la famine
la globalisation
la hausse des frais de scolarité
les lois sur le port d'armes
la nourriture modifiée/la manipulation génétique
les sans-abris
la souveraineté; l'anti-fédéralisme
le syndicalisme
le tabagisme
les uniformes scolaires

Les ressources

- les revues, les magazines, les journaux
- la télévision et la radio (les actualités, les documentaires)
- les personnes-ressources (les experts)
- les publications gouvernementales et brochures de divers organismes
- les services documentaires multi-média
- l'internet

Annexe 3.1b : Lexique pour créer un sondage

Directives

cochez
encerclez
soulignez
répondez à
classez en ordre d'importance/de priorité/de préférence
dressez une liste

Le comparatif

plus...que
mieux...que
aussi...que
autant de + noun + que
autant...que
moins...que
pire...que

Le superlatif

le plus (important/urgent, etc.)
la plus
les plus
le moins (important/urgent, etc.)
la moins
les moins
le meilleur
la meilleure
les meilleur(e)s
le mieux
le pire
la pire
les pires

Adverbes et expressions de temps

jamais
rarement
très peu
un peu
de temps en temps
parfois
souvent
chaque jour/semaine/mois/année
chaque matin/après-midi/soir/nuit
tous les jours

Adverbes et expressions de quantité

assez (de) très
beaucoup (de) la plupart (de)
pas mal (de) plus (de)
peu (de)

Annexe 3.2

Exercice de grammaire : Le futur antérieur

L'an 2020q qw

Tout est possible, mais dans un certain temps. Dites "oui" ou "non" si les personnes suivantes auront réalisé les objectifs entre parenthèses en l'an 2020.

Exemple : moi (célébrer mon 30ⁱème anniversaire?)

Oui, j'aurai célébré mon trentième anniversaire.

Non, je n'aurai pas célébré mon trentième anniversaire.

1. les savants (créer une intelligence artificielle?)
2. les Américains (négocier une unité monétaire commune avec le Canada?)
3. le gouvernement (supprimer l'inflation? trouver une solution au problème du chômage? éliminer les sources de pollution?)
4. les médecins (trouver une guérison contre les maladies de coeur? découvrir un vaccin contre le SIDA? éliminer le cancer?)
5. nous (apprendre à parler parfaitement français? passer une année en France?)
6. notre professeur (obtenir un prix littéraire? prendre sa retraite? quitter cette école?)
7. mes parents (gagner la loterie? devenir millionnaires? acheter un château en France?)
8. Prince William (devenir roi de l'Angleterre? épouser Britney Spears?)
9. les habitants de la Terre (établir une colonie sur la planète Mars?)
10. on (élire une femme premier ministre?)

(Adaptée de Valette, Jean-Paul et Rebecca M. Valette. *French for Fluency*. Toronto: D.C. Heath, 1985. p. 376.)

Annexe 3.3

Media Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Knowledge of language conventions in handout (including article - Activity 2)	- demonstrates limited knowledge of language conventions	- demonstrates moderate knowledge of language conventions	- demonstrates considerable knowledge of language conventions	- demonstrates thorough knowledge of language conventions
Thinking/ Inquiry identify two points of view Discussion questions	- demonstrates limited ability to identify relevant points of view - demonstrates limited ability to create relevant questions	- demonstrates moderate ability to identify relevant points of view - creates questions of some relevance	- demonstrates considerable ability to identify relevant points of view - creates questions of considerable relevance	- demonstrates thorough ability to identify relevant points of view - creates questions of high degree of relevance
Communication Communication of information and ideas within context of chosen presentation style Quality of handout, including article - Activity 2 (organization, completeness)	- communicates with limited clarity - demonstrates limited ability to create a quality handout	- communicates with moderate clarity - demonstrates moderate ability to create a quality handout	- communicates with considerable clarity - demonstrates considerable ability to create a quality handout	- communicates with a high degree of clarity - demonstrates thorough ability to create a quality handout
Application Use of three different types of media sources for research	- demonstrates limited use of media sources	- demonstrates moderate use of media sources	- demonstrates considerable use of media sources	- demonstrates thorough use of media sources

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

Annexe 3.5

Letter-writing Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Knowledge of language forms and conventions involved in writing a letter of opinion Knowledge and understanding of a chosen issue	- demonstrates limited knowledge - demonstrates limited knowledge and understanding	- demonstrates moderate knowledge - demonstrates moderate knowledge and understanding	- demonstrates considerable knowledge - demonstrates considerable knowledge and understanding	- demonstrates a thorough knowledge - demonstrates a thorough knowledge and understanding
Thinking/ Inquiry Evidence of well-thought ideas to support stated opinion	- demonstrates limited evidence	- demonstrates moderate evidence	- demonstrates considerable evidence	- demonstrates thorough evidence
Communication States/reiterates opinion clearly and succinctly in introduction, development and conclusion Communicates and supports argument	- demonstrates limited ability to state opinion - communicates with limited effectiveness	- demonstrates moderate ability to state opinion - communicates with moderate effectiveness	- demonstrates considerable ability to state opinion - communicates with considerable effectiveness	- demonstrates thorough ability to state opinion - communicates with a high degree of effectiveness
Application/ Making Connections Applies recently acquired vocabulary to a letter of opinion Shows relevance of topic to his/her own life and its wider implications	- applies vocabulary to a limited extent - demonstrates relevance to a limited extent	- applies vocabulary to moderate extent - demonstrates relevance to moderate extent	- applies vocabulary to a considerable extent - demonstrates relevance to a considerable extent	- applies vocabulary to a thorough extent - demonstrates relevance to a thorough extent

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