

Public and Catholic District School Board Writing Partnerships

French As a Second Language –
Core, Extended, and Immersion French

Course Profile

Extended French

Grade 12
University Preparation
FEF4U

• *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 12 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

Extended French, FEF4U, Grade 12, University Preparation

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

Prerequisite: Extended French, FEF3U Grade 11, University Preparation

Course Description

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. 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. 30*)

How This Course Supports the Ontario Catholic School Graduate Expectations

As a Catholic faith community, we acknowledge and affirm the uniqueness of each person and the diversity of cultures. The study of French is a step towards becoming an effective communicator in both of Canada's official languages, improving the student's 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, the teacher should take into consideration activities and approaches that prepare students and develop necessary skills for postsecondary education. Care has been taken to cluster the expectations to create meaningful and relevant activities. The mastery of these expectations is demonstrated by students' successful completion of the culminating tasks.

Units: Titles and Time

* Unit 1	C'est fabuleux!	25 hours
* Unit 2	À partir d'un roman	25 hours
Unit 3	Une question de point de vue!	25 hours
Unit 4	À mon tour	15 hours
Unit 5	Un auteur et son temps	20 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: C'est fabuleux!

Time: 25 hours

Unit Description

After studying a number of fables and a play, students learn to recognize the similar dramatic elements in both genres. Furthermore, students study character motivation and become familiar with one or more French literary movements. As a final task, students select and research one literary movement, with special mention of the literary genres studied in this unit. Students review previously taught language structures, learn the use of the *subjonctif présent* after conjunctions and verbs of perception and *laisser* followed by the infinitive. Throughout the unit, students discuss the applicability of the moral values and lessons found in their readings and their relevance to our times and our Christian beliefs.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, .02, .03; REV.01, .02, .03, .04; WRV.01; OC1.04; OC2.04; OC3.01, .02, .03, .04, .05; RE2.01, .02, .04, .05; WR1.01, .03, .04 CGE1d	Knowledge/Understanding Application	Les fables
2	OCV.01, .02, .03; REV.01, .03, .04; OC1.04; OC2.04; OC3.01, .02, .03, .04, .05; RE1.04; RE2.01, .02, .04, .05 CGE1d	Knowledge/Understanding Communication Thinking/Inquiry	Étude d'une pièce de théâtre
3	OCV.02, .03; WRV.01, .02, .03, .04; OC1.04; OC2.04; OC3.01, .02, .03, .04, .05; RE1.02; WR1.06; WR2.01, .02, .05 CGE7b	Knowledge/Understanding Thinking/Inquiry Communication	Étude des personnages principaux
4	OCV.03; REV.02, .03, .04; RE1.03; RE2.03, .04 CGE3c	Knowledge/Understanding Thinking/Inquiry Application	Un mouvement littéraire français

Unit 2: À partir d'un roman

Time: 25 hours

Unit Description

In this unit, the study of a Canadian novel is considered in the context of the literary period and its influence on the author. The unit is structured in two main sections: *L'auteur et son temps* and *La lecture guidée du roman*. As a final task *La dissertation*, students write a formal essay, interpreting the motivation of characters in the novel according to moral values and the possible consequences of their actions. Activities include brief research on the author and his/her time, a character study, a summary, and a short description. New language structures are indefinite pronouns and the formation and use of the *subjonctif passé* of *er*, *ir*, and *re* verbs and irregular verbs.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, .02, .03; REV.03, .04; OC1.02; OC3.01, .02, .03, .04, .05; RE1.01, .03; RE2.01, .04, .05 CGE2b	Knowledge/ Understanding Thinking/Inquiry Communication	L'auteur et son temps
2	OCV.02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC2.02, .05; OC3.01, .02, .03, .04, .05; RE1.04; RE2.01, .02, .03, .04, .05; WR1.01, .06; WR2.01, .02, .05 CGE2b, 2c	Thinking/Inquiry Application Communication	La lecture guidée du roman (tels que résumé, description, exposition)
3	REV.01, .02, .04; WRV.01, .02, .03, .04; RE1.02; RE2.04, .05; WR1.05, .06; WR2.01, .02, .03, .04, .05 CGE2b, 7b	Application Thinking/Inquiry Knowledge/ Understanding	Tâche finale : La dissertation

Unit 3: Une question de point de vue!

Time: 25 hours

Unit Description

After discussing the idea of point of view in a news story, students analyse literary excerpts of writers from different francophone groups, with the goal of discovering the point of view that each brings to its subject, e.g., language in a cultural context, and affirm the interdependence of peoples and cultures. As a final task, students present a written report of their findings to their peers using the jigsaw technique. Throughout the unit, students learn and reinforce the *faire causatif* and the formation of the *voix passive*.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, .02, .03; OC1.01, .02, .03, .04; OC2.04, .05; OC3.01, .02, .03, .04, .05 CGE3c	Knowledge/ Understanding Thinking/Inquiry Communication	Présentation et discussion d'un bulletin de nouvelles
2	OCV.02, .03; REV.01, .02, .03, .04; OC2.03; OC3.01, .02, .03, .04, .05; RE1.05; RE2.01, .04, .05 CGE1e, 5a	Knowledge/ Understanding Thinking/Inquiry	Analyse d'extraits littéraires de différents groupes culturels francophones
3	OCV.02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC1.01; OC2.03, .04, .05; OC3.01, .02, .03, .04, .05; RE1.05; RE2.01, .04, .05; WR1.01, .03, .06; WR2.01, .02, .05 CGE2c, 7b, 7f	Thinking/Inquiry Communication Application	Tâche finale : - Préparation d'un rapport écrit - Présentation d'un travail écrit - Présentation orale du rapport (jigsaw)

Unit 4: À mon tour

Time: 15 hours

Unit Description

Having read a story (or a fable, fairy tale, poem, etc.) as a class, students rewrite the text in their own words. Students review French literary movements and styles of various authors and analyse them reflectively in the light of the common good. As a final task, they produce an original piece of writing modelled after a chosen author. Students are given the opportunity to share their work with their peers using the "book club" format.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.03; REV.01, .02, .03, .04; OC3.01, .02, .03, .04, .05; RE2.01, .05 CGE2b, 3c	Thinking/Inquiry	Lecture (histoire courte, fable, conte de fée, etc.)
2	WRV.01, .02, .03, .04; WR1.04, .06; WR2.01, .02, .05 CGE2c, 2d	Thinking/Inquiry Communication Application	Dans vos propres mots (réécrire l'histoire)
3	REV.01, .02, .03, .04; RE1.03; RE2.01, .03, .04, .05 CGE3c	Knowledge/ Understanding Thinking/Inquiry	Un retour sur les mouvements et styles littéraires

Cluster	Learning Expectations	Assessment Categories	Focus
4	OCV.03; REV.01; WRV.01, .02, .03, .04; OC3.01, .02, .03, .04, .05; WR1.02, .06; WR2.01, .02, .05 CGE2c, 2d	Thinking/Inquiry Communication Application	Tâche finale : Composition et activité “Le club des lecteurs”

Unit 5: Un auteur et son temps

Time: 20 hours

Unit Description

Students study the biography, the historical context, the literary movement, and the style of an author of their choice. A minimum of three short works, or excerpts from longer works, are to be read and used to illustrate their findings on the historical context and style of the author. The unit is divided into three components: planning (parameters are defined), research and conferencing, and presentation of a seminar with a written report to be used as a handout. It is suggested that students work on this culminating task throughout the course.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.03; REV.04; WRV.04; OC3.01; RE2.05	Knowledge/ Understanding	Planification (plan de travail, consignes, liste d’auteurs et lectures suggérées)
2	OCV.02; REV.01, .02, .03, .04; OC3.01, .02, .03, .04, .05; RE1.01, .03, .05; RE2.01, .04, .05 CGE2c, 3e	Knowledge/ Understanding Thinking/Inquiry Application Communication	Recherche et entrevue avec l’enseignant
3	OCV.03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC2.01, .03, .06; OC3.01, .02, .03, .04, .05; RE1.01, .03, .05; RE2.04, .05; WR1.03, .06; WR2.01, .02, .04, .05 CGE2c, 3e	Thinking/Inquiry Communication Application	Présentation du séminaire et du rapport écrit

Teaching/Learning Strategies

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

Instructional strategies include:

- cooperative learning activities
- jigsaw activities
- formal and informal presentation of notions and concepts
- brainstorming
- answering questionnaires
- applying the writing process
- developing and discussing a thesis

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- expressing opinions
 - following instructions
 - giving oral presentations on specific topics
 - interviews
 - extracting information from verbal cues and various media
 - reading authentic texts
 - researching from a variety of sources
 - preparing presentation materials
 - communicating with experts in a field/topic
 - working individually and in groups
 - reading and writing in a variety of genres
 - role playing

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 achievement categories. Methods, strategies, and tools allow the teacher 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 vary from classroom to classroom. It is important to maintain a balance and a variety of teaching and learning strategies that are appropriate to the subject in general and to the content of each unit. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Term Work 70%

Reflecting All Four Categories of the Achievement Chart

Diagnostic:

- Prior knowledge
- Questions and answers
- Quizzes
- Language exercises
- Tests

Formative:

- Conferencing
- Brainstorming activities
- Reading comprehension questions
- Interviews
- Journals/Learning logs
- Portfolios

Summative:

- Research projects
- Oral presentations
- Portfolios
- Creation and presentation of product
- Seminars
- Essays
- Tests and Exams

Tools:

- Anecdotal comments
- Correction codes
- Observation
- Rubrics
- Marking scheme
- Rating scale
- Checklists

By:

- Self
- Peer
- Teacher

Final Evaluation – 30%

Culminating Task(s) and/or Formal Examination

- Independent research, presentation and report: *Un auteur et son temps* (Unit 5) and/or formal examination

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. Accommodation strategies include:

- allowing more time for written work;
- highlighting or summarizing major points;
- allowing point form notes instead of sentences and paragraphs;
- substituting presentation in visual or oral format instead of written;
- working in pairs;
- allowing students to present to the teacher only;
- providing a pre-test;
- providing opportunity for lateral thinking;
- providing special materials and resources e.g., exemplars, modelling, taped texts, etc.

Resources

The teacher needs to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for students' use from publications, the teacher needs to ensure that their board has a Canopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, the teacher needs to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teacher is reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

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

Bénac, Henri. *Guide des idées littéraires*. Paris : Librairie Hachette, 1974. ISBN2.01.00647.X

Collet, Paulette and Frank Milani. *Objectifs*. Toronto: Pearson Education, 1988.

Camus, Albert. *Les justes*. France: Gallimard, 1977.

Camus: *Les justes. Profil d'une œuvre 47*. Paris: Hatier

Daumont-Spragg, Christiane et R. Cottrell. *Colloques: Textes du monde francophone*. Montréal: CEC, 1987.

Daumont-Spragg, Christiane et R. Cottrell. *Passages: Textes du monde francophone*. Montréal: CEC, 1990. théâtre

David, Michel. *Paroles vivantes*. Montréal: Guérin, 1992.

Deshusses, Pierre, L. Karlson, et P. Thornander. *Dix siècles de littérature française, Tome 1*. ISBN2. 04.011 854.3

Erkoreka, Yon. *Tout savoir ou rien*. Montréal: Guérin, 1992.

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

La Fontaine, Jean de. *Fables Choisies, Tome 1 et Tome 2*. Paris: Librairie Larousse, 1971.

La Fontaine, Fables et Épitres. Nelson, Éditeurs, Londres.

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.

L'Express de Toronto. Toronto.

L'Actualité. Montréal.

L'étranger. Albert Camus

Agaguk. Yves Thériault

Le matou. Yves Beauchemin

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

www.laFontaine/fables/sources1.htm

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

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

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

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

– <http://w3.olf.gouv.qc.ca/banque/>

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

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

Community Resources

Ressources en direct sur le patrimoine canadien

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

OSS Considerations

According to OSS policies, students are mandated to complete 40 hours of community service. Students should be encouraged to do at least part of these hours in a French-speaking environment. Moreover, students participating in a cooperative program should be encouraged to seek bilingual placements. The use of computer software in French is to be encouraged for assignment completion, research, and in cooperative placements.

Coded Expectations, Extended French, Grade 12, University Preparation, FEF4U

Oral Communication

Overall Expectations

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

Specific Expectations

Listening

- OC1.01** – understand and explain different points of view made during an interview or a debate;
- OC1.02** – demonstrate an understanding of media works by expressing ideas and opinions about points of view and issues discussed;
- OC1.03** – identify the inferences made during radio or television broadcasts;
- OC1.04** – demonstrate the ability to detect nuances of language in various forms of oral communication.

Speaking

- OC2.01** – present orally an independently researched topic and respond to questions from the audience;
- OC2.02** – summarize in sequence the essential points of a narration or discussion;
- OC2.03** – use facts to support or refute arguments or opinions;
- OC2.04** – provide spontaneous and appropriate answers to questions on a variety of topics;
- OC2.05** – participate in large- and small-group discussions, round-tables, and debates relating to a particular theme by explaining and justifying their points of view and reacting to those of their classmates;
- OC2.06** – lead a group discussion on a particular topic by encouraging individual participation, inviting comments from group members, and asking questions to stimulate the discussion.

Application of Language Conventions

- OC3.01** – recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);
- OC3.02** – use newly acquired vocabulary in conversations, discussions, and presentations;
- OC3.03** – identify and correct anglicisms and errors in their speech;
- OC3.04** – incorporate colloquialisms and idiomatic expressions into their speech;
- OC3.05** – select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

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

Specific Expectations

Comprehension and Response to Text

- RE1.01 – explain how an author’s background and philosophy (as presented in biographical and critical works) are reflected in the author’s writing;
- RE1.02 – interpret the motivation of characters in a novel or play and predict possible consequences of the characters’ actions;
- RE1.03 – read excerpts from a range of authors and describe the main characteristics of one or more French literary movements (e.g., *le classicisme*, *le théâtre de l’absurde*);
- RE1.04 – summarize the plot of a novel or a play and identify the main themes;
- RE1.05 – identify and explain different points of view in articles, essays, and books dealing with the same issues.

Application of Language Conventions

- RE2.01 – recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);
- RE2.02 – demonstrate an understanding of the purpose of prefaces, prologues, and epilogues;
- RE2.03 – compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- RE2.04 – expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- RE2.05 – use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

- WRV.01 · express ideas and opinions in a variety of written forms, demonstrating the ability to extract and analyse information from a range of sources;
- WRV.02 · adjust the language used in their writing to suit the purpose and the audience;
- WRV.03 · organize their writing so that ideas and information are clearly, logically, and coherently presented;
- WRV.04 · use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

- WR1.01 – write expositions, descriptions, and narrations, using a style and language appropriate to different purposes and audiences;
- WR1.02 – write a creative text (e.g., a fable), modelling the style of a French author;
- WR1.03 – write reports based on research related to a topic under study;
- WR1.04 – rewrite a story in their own words, using descriptive prose or dialogue and incorporating other elements to add interest (e.g., clip art);
- WR1.05 – write a formal essay (1000–1500 words), complete with footnotes and bibliography, on a topic under study;
- WR1.06 – revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

WR2.01 – recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

WR2.03 – observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);

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

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 1: C'est fabuleux

Time: 25 hours

Unit Description

After studying a number of fables and a play, students learn to recognize the similar dramatic elements in both genres. Furthermore, students study motivation and become familiar with one or more French literary movements. As a final task, students select and research one literary movement, with special mention of the literary genres studied in that unit. Students review previously taught language structures, learn the use of the *subjonctif présent* after conjunctions and verbs of perception and *laisser* followed by the infinitive. Throughout the unit, students discuss the applicability of the moral values and lessons found in their readings and their relevance to our times and Christian beliefs.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1. Les fables	6 hours	OCV.01, .02, .03; REV.01, .02, .03, .04; OC1.04; OC2.04; WRV.01; OC3.01, .02, .03, .04, .05; RE2.01, .02, .04, .05; WR1.01, .03, .04 CGE1d	Knowledge/Understanding Application	Oral presentation Creation of a fable Narrative text
2. Étude d'une pièce de théâtre	7 hours	OCV.01, .02, .03; REV.01, .03, .04; OC1.04; OC2.04; OC3.01, .02, .03, .04, .05; RE1.04; RE2.01, .02, .04, .05 CGE1d	Knowledge/Understanding Communication Thinking/Inquiry	Oral presentation Reading of a play Language structures test
3. Étude des personnages principaux	5 hours	OCV.02, .03; WRV.01, .02, .03, .04; OC1.04; OC2.04; OC3.01, .02, .03, .04, .05; RE1.02; WR1.06; WR2.01, .02, .05 CGE7b	Knowledge/Understanding Thinking/Inquiry Communication	Character analysis
4. Un mouvement littéraire français	7 hours	OCV.03; REV.02, .03, .04; RE1.03; RE2.03, .04 CGE5a	Knowledge/Understanding Thinking/Inquiry Application	Research Oral presentation

Activity 1: Les fables

Time: 6 hours

Students read various fables and discuss their origins. They learn their characteristics, structures, and objectives. Furthermore, they are introduced to the two most famous fable writers, *Ésope* and *Jean de La Fontaine*. They recognize the similarities between the *conte* and the *fable* and demonstrate their understanding of the studied genre by applying them in an oral presentation of a created fable. Students review the *subjonctif présent* and its uses. As a first part of their final task, they read a selected fable and write a narrative version of it.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

Overall Expectations

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

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

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

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

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

REV.03 - extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;

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

WRV.01 - use correct grammar and appropriate language conventions in written work.

Specific Expectations

OC1.04 - understand and explain different points of view during an interview or a debate;

OC2.04 - provide spontaneous and appropriate answers to questions on a variety of topics;

OC3.01 - recognize and use appropriate language structures;

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

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

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

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

RE2.01 - recognize and use appropriate language structures;

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

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

WR1.01 - write expositions, descriptions, and narratives using style and language appropriate to different purposes and audiences;

WR1.03 - write reports based on research related to a topic under study;

WR1.04 - rewrite a story in their own words, using descriptive prose or dialogue incorporating other elements to add interest.

Planning Notes

- The teacher makes a selection of different fables from *Ésope* and *Jean de La Fontaine*.
- The teacher prepares a review of the formation and uses of the *subjonctif présent*.
- The teacher emphasizes the value stated in the identified OCSGE expectation.
- The teacher prepares two fables of *Lafontaine*, e.g., *Le loup et l'agneau* and *Le renard et le corbeau* and their original version by *Ésope*.
- The teacher reviews, throughout the activity, previously taught language structures when needed.

Teaching/Learning Strategies

1. The teacher reviews the *subjonctif présent*: its formation and uses.
2. The teacher reviews and discusses with students the characteristics of the *conte* and reads a short one with the class.
3. The teacher explains what a *fable* is and brainstorms the similarities between the two genres, the *conte* and the *fable*.
4. The teacher introduces *Ésope* and his important role in the world of fables.
5. The teacher reads with students the two versions of the chosen fables, *Le loup et l'agneau* and *Le renard et le corbeau* (Annexe 1.1a) and leads students into the discussion of the moral of both fables, one being related to social justice and the other to hypocrisy and manipulation.
6. The teacher highlights the language structures in the different readings.
7. The teacher asks students to form groups of three or four and hands them a previously prepared instruction sheet about the task they have to do: find one specified biographical fact on *Jean de LaFontaine* (e.g., date of birth and of death, place of birth, one specific fact about his life, his major works, etc.) create their own fable, present it orally to the class, mention elements they found striking in their research and work, and finally lead their classmates in a debate on the relevance of the fable's moral to our lives.
8. The teacher specifies length of fable, of oral presentation, including the discussion to follow (suggestion: six to eight minutes).
9. The teacher prepares and organizes a poster/large sheet where each group writes the biographical notion they found and thus create a full biography of the author.
10. The teacher evaluates the presentations.
11. The teacher explains to students their final task: a narrative version of a fable of their choice, a justification of their choice and the relevance to our times and Christian values (Annexe 1.1b).
12. The teacher creates a performance grid for the narrative text, hands it to students, or posts it in class in order to keep them informed of the evaluation criteria.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy Activity	Assessment Categories
Formative	Teacher/Student	Checklist	Oral presentation	Knowledge/Understanding
Summative	Teacher/Student	Rating scale	Narrative text	Application Knowledge/Understanding Thinking/Inquiry Communication

Accommodations

- Provide large print and/or audio material.
- For enrichment, a group can be asked to hand in a written analysis of one or more fables.

Resources

www.laFontaine.net/fables/sources1.htm

La Fontaine, Fables et Épitres. Nelson, Éditeurs, Londres.

Fables d'hier et d'aujourd'hui. Roger Berthet et Jean-Michel Berthier.

Amnesty International (www.amnesty.org.ca)

Appendices

Annexe 1.1a – Ésope et Jean de la Fontaine

Annexe 1.1b – Racontons dans nos mots!

Activity 2: Étude d'une pièce de théâtre

Time: 7 hours

Description

In this activity, students are introduced to 20th-century French theatre, they analyse a play and study its theme and structure. In groups, students are required to read and extract the information from distributed material and present it to their classmates. Notes taken during presentations and discussions are used to complete Activity 3. Throughout their readings, students learn to appreciate and recognize social responsibility, human solidarity, and the common good.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

Overall Expectations

OCV.01 - understand and explain different points of view made during an interview or a debate;

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

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

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

REV.03 - extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;

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

Specific Expectations

OC1.04 - demonstrate the ability to detect nuances of language in various forms of oral communication;

OC2.04 - provide spontaneous and appropriate answers to questions on a variety of topics;

OC3.01 - recognize and use appropriate language structures;

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

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

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

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

RE1.04 - summarize the plot of a novel or a play and identify the main themes;

RE2.01 - recognize and use appropriate language structures;

- RE2.02 - demonstrate an understanding of the purpose of prefaces, prologues, and epilogues;
 RE2.04 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
 RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Planning Notes

- The teacher ensures access to literature history books, a biography of the playwright and other reference material needed for the summary research.
- The teacher prepares material to present the *subjonctif présent* after conjunctions and verbs of perception.
- The teacher emphasizes the Catholic values stated in the identified Ontario Catholic School Graduate Expectations.

Teaching/Learning Strategies

1. The teacher introduces post World War II theatre; students brainstorm on the nature of theatre and discuss their opinions and experiences.
2. The teacher explains the role and use of the preface/prologue and students read Camus' introductory note prefacing the play *Les justes*. Note: Another post World War II play could be substituted.
3. The teacher examines the possible meanings of the title and origin of the play.
4. The teacher presents the *subjonctif présent* after conjunctions and verbs of perception and distributes exercise sheets asking students to make note of examples of the *subjonctif* aspects in the text of the play and to justify its use.
5. The teacher reads *acte 1* in class with students. Subsequently, one act is read every night and verified the next day with a brief reading quiz.
6. The teacher leads a discussion on the meaning of *acte 1* using the Socratic method and also presents a short biography of the author and his time.
7. The teacher divides the class into five groups and provides them with the work sheet (Annexe 1.2a). Students are then asked to give a summary of their work to the class and present their findings.
8. The teacher proceeds with an analysis of the play using the groups' findings.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy Activity	Assessment Categories
Formative	Student	Checklist	Oral presentation	Thinking/Inquiry
Formative	Student/Teacher	Marking scheme	Reading	Knowledge/Understanding Thinking/Inquiry

Resources

- Camus, Albert. *Les justes*. France: Gallimard, 1977.
 Michel, David. *Paroles vivantes*. Montréal: Guérin, 1992.
 Erkoreka, Yon. *Albert Camus: tout savoir ou rien*. Montréal: Les Éditions Paulines, 1987.
 Lagarde, André et Michard, Laurent. *XXe siècle: les grands auteurs français*. Paris: Bordas, 1988.
Camus: Les justes. (Profil d'une oeuvre 47. Paris: Hatier)

Appendices

Annexe 1.2a – Étude d'une pièce de theatre : travail de groupe

Activity 3: Étude des personnages principaux

Time: 5 hours

Description

In this activity, students pursue their study of the play through character analysis. Provided with a template to analyse the various facets of each character, students are required to present their findings and engage in a discussion centred on motivation and responsibility for one's own actions.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 7b - accepts accountability for one's own actions.

Overall Expectations

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

OCV.03 - use correct grammar and appropriate language conventions during oral communication;
REV.01 - demonstrate an understanding of texts from a variety of genres studied in class and as independent reading assignments;

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

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

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

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

Specific Expectations

OC1.04 - demonstrate the ability to detect nuances of language in various forms of oral communication;

OC2.04 - provide spontaneous and appropriate answers to questions on a variety of topics;

OC3.01 - recognize and use appropriate language structures;

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

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

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

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

RE1.02 - interpret the motivation of characters in a novel or play and predict possible consequences of the characters' actions;

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

WR2.01 - recognize and use appropriate language structures;

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

WR2.05 - 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

- Reading of the play and access to the course notes
- Activity 2

Planning Notes

- The teacher prepares a hand out on the philosophical beliefs of the playwright, since they affect character composition (seen in Activity 2).

Teaching/Learning Strategies

1. The teacher gives a template for character analysis and explains concepts (Annexe 1.3a).
2. The teacher divides the class into as many groups as there are active characters and asks them to do an analysis of their assigned character based on the template given (Annexe 1.3b) and asks students to present their analysis orally.
3. The teacher develops a rubric to evaluate oral presentation.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy Activity	Assessment Categories
Summative	Teacher/Student	Rubric	Character analysis presentation	Knowledge/Understanding Thinking/Inquiry Communication

Appendices

Annexe 1.3a – Le personnage de la pièce de théâtre

Annexe 1.3b – Le personnage : une analyse

Activity 4: Un mouvement littéraire français

Time: 7 hours

Description

In this activity, students become familiar with the main French literary movements of the last five centuries. As a class, they first learn about one movement in particular, *le classicisme*; in groups, they select and research one literary movement and present it orally to the class. This project is part of the final task and is based on the outline provided by the teacher.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

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

REV.03 - extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;

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

Specific Expectations

RE1.03 - read excerpts from a range of authors and describe the main characteristics of one or more French literary movements (e.g., *le classicisme*, *le théâtre de l'absurde*);

RE2.03 - compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);

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

Prior Knowledge & Skills

- Knowledge of the characteristics of a fable (Activity 1)
- Knowledge of different literary genres
- Library research skills and use of the Internet

Planning Notes

- The teacher prepares a formal presentation on *Le classicisme*.
- The teacher provides students with Annexes 1.4a and 1.4b.
- The teacher reserves one or two periods in the library for research purposes.
- The teacher ensures that resources are available for each group.

Teaching/Learning Strategies

1. The teacher reviews the characteristics of the fable and the art of *La Fontaine* in the context of the seventeenth century.
2. The teacher introduces the School of Classicism based on the imitation of the Greeks and Romans, the classical rules and the importance of reason and morality.
3. The teacher brainstorms with class examples of these concepts in the fables they studied.
4. The teacher provides students with a definition of classicism and suggests various authors and genres of the seventeenth century: *Boileau* and his *Art poétique*, the classical playwrights *Molière*, *Racine* and *Corneille*, the moralists *La Rochefoucauld* and *Jean de la Bruyère*, the poet *La Fontaine* and the novelist *Madame de La Fayette*.
5. The teacher selects an excerpt from one of the authors listed above that illustrates classicism and analyses it with the class; students take note of all relevant information to use for their presentation (part of their final task).
6. The teacher introduces the verbs of perception, e.g., *écouter*, *entendre*, and *laisser* followed by the infinitive, e.g., *Je regarde jouer les enfants. Je les laisse jouer dans la cour*.
7. The teacher distributes a list of literary movements and explains each one briefly (Annexe 1.4a).
8. The teacher asks students to form groups of three or four and select one literary movement from the list.
9. The teacher hands out to each group a checklist that is used to prepare its oral presentation (Annexe 1.4b).
10. The teacher evaluates presentations with a rubric (Annexe 1.4c).
11. The teacher asks students to self-evaluate their participation as an interdependent member of the group.

Assessment & Evaluation of Student Achievement

Purpose	User	Tool	Strategy Activity	Assessment Categories
Formative	Student	Checklist	Oral presentation	Knowledge/Understanding Application Communication Thinking/Inquiry
Summative	Teacher	Rubric	Oral presentation	Knowledge/Understanding Application Communication Thinking/Inquiry

Accommodations

- Allow students to present to the teacher only.

Resources

Bénac, Henri. *Guide des idées littéraires*. Paris: Librairie Hachette, 1974. ISBN 2.01.000647.X

Daumont-Spragg, Christiane et Robert Cottrell. *Passages*. Montréal: Centre éducatif et culturel inc., 1990. ISBN 2-7617-0804-0

Deshusses, Pierre, L. Karlson, et P. Thornander. *Dix siècles de littérature française*, Tome 1. Paris: Bordas. 1984. ISBN 2.04.011 854.3

Horville, Robert. *XVIIe Siècle*. Paris: Hatier, 1988. ISBN 2 218 01684 2

Lagarde, André et Laurent Michard. *Collection littéraire : XVIIe siècle*. Paris: Bordas, 1984. ISBN 2 04 000030 5

Rousselot, Manuela et Cecile de Ligny. *La littérature française*. Paris: Editions Nathan, 1998. ISBN 2 09 177876 1

Appendices

Annexe 1.4a – Les mouvements littéraires

Annexe 1.4b – Checklist for a literary movement

Annexe 1.4c – Rubric for the evaluation of the oral presentation

Annexe 1.1a

Ésope et Jean de la Fontaine

Le loup et l'agneau

Au même ruisseau étaient venus le loup et l'agneau, pressés par la soif. Le loup se tenait en-dessus et l'agneau beaucoup plus bas. Alors, poussé par son insatiable voracité, le brigand prit un prétexte pour lui chercher querelle. "Pourquoi, dit-il, as-tu troublé l'eau pendant que je buvais?" L'agneau tremblant, lui répondit: "Comment pourrais-je, dis-moi, faire ce dont tu te plains, ô loup? C'est de toi que descend vers mes lèvres l'eau que je bois." L'autre, vaincu par la force de la vérité: "Il y a six mois, dit-il, tu as médité de moi." L'agneau reprit: "Moi? Je n'étais pas né!" "Eh bien, c'est ton père, dit le loup, qui a médité de moi." Et là-dessus, il le saisit, le déchire, lui inflige une mort injuste. Cette fable est écrite contre ceux qui, sous des prétextes inventés, accablent des innocents.

Ésope

Le loup et l'agneau

La raison du plus fort est toujours la meilleure:
Nous l'allons montrer tout à l'heure.
Un agneau se désaltérait
Dans le courant d'une ondée pure.
Un loup survint à jeun, qui cherchait aventure,
Et que la faim en ces lieux attirait.
"Qui te rend si hardi de troubler mon breuvage?
Dit cet animal plein de rage:
Tu seras châtié de ta témérité.
- Sire, répond l'agneau, que votre majesté
Ne se mette pas en colère;
Mais plutôt qu'elle considère
Que je me vas désaltérant
Dans le courant,
Plus de vingt pas au-dessous d'elle;
Et que par conséquent, en aucune façon,
Je ne puis troubler sa boisson.
- Tu la troubles! reprit cette bête cruelle;
Et je sais que de moi tu médis l'an passé.
- Comment l'aurai-je fait si je n'étais pas né?
Reprit l'agneau; je tette encore ma mère.
Si ce n'est toi, c'est donc ton frère,
- Je n'en ai point. – C'est donc quelqu'un des tiens;
Car vous ne m'épargnez guère,
On me l'a dit : il faut que je me venge."
Là-dessus, au fond des forêts
Le loup l'emporte, et puis le mange,
Sans autre forme de procès.
Jean de La Fontaine

Annexe 1.1b

Racontons dans nos mots!

Vous devez

1. Choisir une fable de La Fontaine que vous n'avez pas lue en classe. La lire et bien la comprendre, la réécrire, dans vos mots, sous forme de narration (250 mots).
2. Ajouter, à la suite de votre narration, la justification de votre choix et votre opinion quant à l'applicabilité de cette fable à notre temps moderne et à nos valeurs chrétiennes (200 mots).
3. Définir la différence entre un conte et une fable (60 à 100 mots).

Échéancier

1. Du temps sera alloué en classe le _____ afin que vous puissiez demander à un de vos pairs de lire votre brouillon et apporter ses suggestions concernant la qualité de la langue, la clarté des idées, le format, la séquence logique de votre texte, etc.
2. Vous devez remettre votre travail le _____.

Attention!

Dans votre texte vous devez utiliser au moins cinq subjonctifs présents. Incluez aussi la bibliographie consultée.

Bon travail!

Annexe 1.2a

Étude d'une pièce de théâtre

Travail de groupe

But de ce travail: étudier un aspect de la pièce de théâtre en utilisant la pièce choisie comme exemple et rédiger un résumé bien structuré de cette pièce.

Consignes

1. Divisez la classe en six groupes, selon les indications données plus bas.
2. Distribuez l'information pertinente à chaque étude.
3. Explorez l'information selon les indications données.
4. Composez un résumé bien structuré de votre étude. N'oubliez pas de laisser assez d'espace pour des notes supplémentaires.
5. Préparez ce travail pour le _____. Vous avez ____ périodes pour tout compléter.

Groupe A: La biographie

Retrouvez les éléments biographiques d'intérêt qui aident à comprendre le cheminement philosophique/intellectuel de Camus. Quel est ce cheminement?

Groupe B: Le théâtre de l'après-guerre

Identifiez et expliquez les caractéristiques du théâtre de l'après-guerre. Reliez ceci au théâtre américain et canadien en donnant des exemples expliqués.

Groupe C: Les divisions

Retrouvez, expliquez, et donnez des exemples de la pièce à l'étude d'après les indications suivantes:

Les divisions de la pièce:

- a) *l'acte* présente une action importante et se termine par une question, un problème à résoudre ou une note de suspense (n'oubliez pas de rappeler la structure de la pièce classique).
- b) *le tableau* est la subdivision d'un acte marquée par un changement de décor.
 - Quels sont-ils?
 - Que contiennent-ils?
 - Y a-t-il une raison pour la séquence de ces tableaux?
- c) *la scène* est la subdivision de l'acte qui peut être marquée par l'entrée ou la sortie des acteurs.

Groupe D: La structure (habituellement la pièce est formée de trois parties:)

- a) *l'exposition (situation initiale)* présente les personnages et le sujet de la pièce.
- b) *le noeud* est le développement où l'intrigue évolue vers la conclusion. Il contient:
un événement perturbateur, le bouleversement du cours normal des événements; différentes actions, vécues par les personnages comme des épreuves pour surmonter les conséquences de l'événement perturbateur.
- c) *la situation finale ou le dénouement* qui est la conclusion marquée par la victoire ou la défaite des personnages devant la nouvelle situation créée par l'événement perturbateur.

Groupe E: Les composantes de la pièce

Quelle est l'histoire racontée par cette pièce? Quels sont ces coups de théâtre et quelle en est l'importance?

L'intrigue est l'enchaînement des actions: certaines sont jouées par les acteurs, d'autres sont racontées.

Les coups de théâtre sont les changements inattendus de situation: ils donnent un rythme à la pièce et amènent l'intrigue à sa conclusion.

...suite

Annexe 1.2a...Suite

Groupe F: Le sens de la pièce

Vous devez trouver le contexte historique duquel Camus a choisi de puiser le sujet de sa pièce (la préface) et l'expliquer. Ensuite, extrapolez sur le sens de cette pièce pour le lecteur d'aujourd'hui, d'après le contexte historique dans lequel nous vivons.

Tous les groupes:

Trouvez dans cette pièce les éléments de responsabilité sociale, de solidarité et de souci du bien commun. Ajoutez vos propres commentaires à ces sujets.

Annexe 1.3a

Le personnage de la pièce de théâtre

A. Le rôle

- *Le personnage principal* est celui qui est au centre de l'action, même quand il n'est pas sur scène. Il peut avoir le rôle le plus long.
- *Le personnage secondaire* influence l'action sur la scène seulement.
- *Le personnage accessoire* met en valeur un aspect du caractère d'un autre personnage.
- *Le figurant* est le personnage muet qui n'a aucun rôle déterminant.

B. Les actions et les réactions

Chaque action d'un personnage entraîne des réactions qui font avancer l'intrigue vers la conclusion (le dénouement):

- *l'action principale* où le dramaturge présente le sujet (l'exposition);
- *les actions secondaires* qui aident à faire progresser l'histoire ou l'action principale.

C. Les valeurs sociales et morales

Quelles sont les valeurs véhiculées par le personnage? Expliquez.

Comment ces valeurs sont-elles présentées? (monologues, dialogues, gestes)

Voici quelques exemples :

l'amour	le travail	le respect	la fidélité
la fraternité	la coopération	l'honneur	la trahison
la haine	l'intelligence	la paix	le pouvoir
l'amitié	la dignité	la révolte	les classes sociales
la solidarité	le bien commun		

Annexe 1.3b

Le personnage: une analyse

But de ce travail: analyser un personnage de la pièce en tenant compte des éléments d'analyse donnés.

Consignes

1. Choisissez un personnage et faites-en l'analyse d'après les indications données (Annexe 1.3a). N'oubliez pas de donner des exemples et de composer une feuille d'information pour la classe.
2. En utilisant les résultats de votre travail, répondez à la question suivante et initiez une discussion avec la classe.

Question

Pourquoi le personnage se comporte-t-il comme il le fait et comment représente-t-il la pensée de Camus? Que serait-il arrivé si le personnage n'avait pas posé certains gestes?

Annexe 1.4a

Les grands mouvements littéraires français

L'Humanisme: XVIe siècle (La Renaissance)

- Effort pour connaître la culture antique et biblique
- Attitude qui consiste à s'intéresser à tout ce qui est humain
- L'esprit se libère de l'emprise religieuse

Auteurs: Rabelais, Montaigne, Ronsard

Le classicisme: XVIIe siècle (Le siècle classique)

- Le respect des règles
- La recherche d'une vérité universelle
- L'imitation des Anciens
- L'importance de la raison et de la morale

Auteurs: Molière, Racine, Corneille, La Fontaine, Boileau, Madame de La Fayette

Les lumières: XVIIIe siècle

- Le siècle de la philosophie
- Le raisonnement
- Eclairer les esprits

Auteurs: Montesquieu, Voltaire, J.J. Rousseau, Diderot

Le romantisme: XIXe siècle

- Intérêt pour la nature
- Exaltation du moi
- Les grands sentiments/l'émotion

Auteurs: Chateaubriand, Lamartine, Victor Hugo, Musset, Vigny

Le réalisme: XIXe siècle

- Représentation de la réalité
- Ecriture objective
- Goût de la vérité

Auteurs: Balzac, Zola, Flaubert, Stendhal, Maupassant

Le symbolisme: XIXe siècle

- Célébration du rêve, du mystère, du sens caché des choses
- Correspondances entre le visible et l'invisible

Auteurs: Baudelaire, Rimbaud, Verlaine

Le surréalisme: XXe siècle

- Libération de toute contrainte
- L'importance de l'inconscient
- L'écriture automatique

Auteurs: Breton, Eluard, Aragon, Desnos

L'existentialisme (L'Absurde): XXe siècle

- L'être humain est le résultat de ses actions
- Courant philosophique: l'homme construit son identité
- Le tragique de la modernité, la dépression et le désespoir du quotidien

Auteurs: Sartre, Camus, de Beauvoir, Beckett, Ionesco

Annexe 1.4b

Planification de ma présentation orale

Présentation d'un mouvement littéraire

- Définition du mouvement
- Le contexte politique et historique de l'époque

Les auteurs

- Les différents genres littéraires qui font partie de ce mouvement (la poésie, le roman, la pièce de théâtre, l'essai)
- Un auteur et le titre de son oeuvre pour chaque genre

Sélection d'une oeuvre

- Choisir un auteur
- Choisir une de ses oeuvres
- Montrer comment cette oeuvre illustre bien le mouvement littéraire dont elle fait partie

Est-ce que ce mouvement littéraire se retrouve dans d'autres formes d'art?

- Dans la peinture?
- Dans la musique?
- Dans l'architecture?
- Dans la sculpture?

Conclusion

- Ce qui m'a le plus intéressé(e)

Bibliographie

- Avant ma présentation, je dois remettre à l'enseignant(e) une liste bibliographique de toutes les ressources que j'ai utilisées.

Attention!

- Pendant ma présentation, je dois utiliser au moins deux verbes de perception ou le verbe.
- Laisser, suivis d'un verbe à l'infinitif.
- Lors de la présentation, chaque élève du groupe devra répondre individuellement à une (deux) question(s) posée(s) par l'enseignant(e)

Enrichissement (seulement à la demande de mon enseignant(e))

- Les auteurs étrangers qui appartiennent au même mouvement littéraire

Annexe 1.4c

Grille d'évaluation de la présentation orale sur un mouvement littéraire

Catégories Contenus d'apprentissage	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
Connaissances/Compréhension - connaissances des conventions langagières - compréhension et connaissance d'un mouvement littéraire - connaissance des faits et des liens entre eux	- limitées - limitées - limitée	- partielles - partielles - partielle	- bonnes - bonnes - bonne	- excellentes - excellentes - excellente
Réflexion et Recherche - analyse et interprétation précises - séquence logique de la présentation - habilités de raisonnement créatives et critiques	- limitées - rarement - limitées	- partielles - quelquefois - partielles	- bonnes - souvent - bonnes	- excellentes - toujours - excellentes
Communication - emploi des conventions langagières - thèmes bien articulés - vocabulaire riche et varié - texte bien mémorisé - débit et intonation appropriés	- limité - rarement - rarement - rarement - rarement	- partiel - quelquefois - quelquefois - quelquefois - quelquefois	- bon usage - souvent - souvent - souvent - souvent	- excellent - toujours - toujours - toujours - toujours
Application - notions grammaticales utilisées correctement - emploi des verbes de perception ou de laisser suivis de l'infinitif - respect du format de la présentation	- rarement - aucun exemple - limité	- quelquefois - verbes mal utilisés - quelquefois	- souvent - un exemple seulement - souvent	- toujours - deux exemples ou plus - toujours

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

Unit 2: À partir d'un roman

Time: 25 hours

Unit Description

In this unit, the study of a Canadian novel is considered in the context of the literary period and its influence on the author. The unit is structured in two main sections, *L'auteur et son temps* and *La lecture guidée du roman*. As a final task *La dissertation*, students write a formal essay, interpreting the motivation of characters in the novel according to moral values and the possible consequences of their actions. Activities include a brief research on the author and his/her time, a character study, a summary, and a short description. New language structures are indefinite pronouns and the formation and use of the *subjonctif passé* of *er*, *ir*, and *re* verbs and irregular verbs.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
2.1 L'auteur et son temps	4 hours	OCV.01, .02, .03; REV.03, .04; OC1.02; OC3.01, .02, .03, .04, .05; RE1.01, .03; RE2.01, .04, .05 CGE2b	Knowledge/Understanding Thinking/Inquiry Communication	Research the author and his/her time
2.2 Enquête: la découverte d'un roman	18 hours	OCV.02, .03; REV.01, .02, .03, .04; WRV.01, .02, .03, .04; OC2.02, .05; OC3.01, .02, .03, .04, .05; RE1.04; RE2.01, .02, .03, .04, .05; WR1.01, .06; WR2.01, .02, .05 CGE2b, 2c	Thinking/Inquiry Application Communication	Guided reading of a novel (such as character study, summary, description, oral explanation)
2.3 Causes et effets	3 hours	REV.01, .02, .04; WRV.01, .02, .03, .04; RE1.02; RE2.04, .05; WR1.05, .06; WR2.01, .02, .03, .04, .05 CGE2b, 7b	Application Thinking/Inquiry Knowledge/Understanding	Culminating Task: Write an essay on character motivations and possible consequences

Activity 1: L'auteur et son temps

Time: 4 hours

Description

Students are presented with general information on the novel to be studied and its author. Students choose and research one aspect of the author's life, e.g., biography, literary movement, etc. – see Annexe 2.1, and informally report back to the class. The independent reading of the novel is ongoing during Activities 1 and 2. Students learn indefinite pronouns, e.g., *plusieurs, personne, tout, aucun, rien, chacun*.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

CGE 2b - read, understands and uses written materials effectively.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

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

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

REV.03 - extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;

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

Specific Expectations

OC1.02 - demonstrate an understanding of media works by expressing ideas and opinions about points of view and issues discussed;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

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

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

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

RE1.01 - explain how an author's background and philosophy (as presented in biographical and critical works) are reflected in the author's writing;

RE1.03 - read excerpts from a range of authors and describe the main characteristics of one or more French literary movements (e.g., *le classicisme, le théâtre de l'absurde*);

RE2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

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

Prior Knowledge & Skills

- Previous study of a novel
- Research skills

Planning Notes

- A list of possible research topics related to the author’s life (Annexe 2.1) is provided and the teacher may choose to add to the list.
- Depending on class size, students may work in pairs or in groups.
- Access to computers and the Internet is required.

Teaching/Learning Strategies

1. The teacher introduces students to the novel and its author, while students read, listen, take notes, and ask questions for clarification.
2. The teacher distributes and discusses Annexe 2.1 while students ask questions for clarification and choose the topic they wish to research (individually, in pairs, or in groups).
3. The teacher explains the use of indefinite pronouns, e.g., *plusieurs, personne, tout, aucun, rien, chacun*, while students complete grammar exercises.
4. The teacher monitors, corrects, and advises while students research their chosen topics.
5. The teacher monitors students’ informal presentation of their findings.

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/Student	Observation	Reading, listening, oral questions and discussion	Knowledge/Understanding
Formative	Teacher/Student	Observation	Oral questions and discussion (Annexe 2.1)	Knowledge/Understanding Thinking/Inquiry
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding
Formative	Teacher	Observation and feedback	Research	Knowledge/Understanding Thinking/Inquiry Making Connections
Formative	Teacher	Observation	Informal presentation	Communication

Accommodations

- Provision of supplementary resources

Resources

Unilingual French dictionaries
Bilingual French-English dictionaries
Bescherelle
Access to Internet

Appendices

Annexe 2.1 – List of research topics

Activity 2: Enquête : la découverte d'un roman

Time: 18 hours

Description

Through guided readings, students learn to write a summary, present an oral explanation (*explication de texte*) and write a short character description. This leads to a character study of one of the principal characters in the novel. This is in preparation for the formal essay in Activity 3. Students learn the formation and use of the *subjonctif passé* of *er*, *ir*, and *re* verbs and irregular verbs.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

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

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

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

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

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

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

REV.03 - extend their understanding of the culture of French-speaking people around the world through reading literary works and informational texts;

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

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

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

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

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

Specific Expectations:

OC2.02 - summarize in sequence the essential points of a narration or discussion;

OC2.05 - participate in large- and small-group discussions, round-tables, and debates relating to a particular theme by explaining and justifying their points of view and reacting to those of their classmates;

OC3.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

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

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

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

RE1.04 - summarize the plot of a novel or a play and identify the main themes;

RE2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

RE2.02 - demonstrate an understanding of the purpose of prefaces, prologues, and epilogues;

RE2.03 - compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);

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

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

WR1.01 - write expositions, descriptions, and narrations, using a style and language appropriate to different purposes and audiences;

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

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

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

- Knowledge of the *subjonctif présent* of *er*, *ir*, and *re* verbs
- Notes from previous units and activities

Planning Notes

- The teacher selects excerpts from the novel to be used for guided reading.
- The teacher prepares examples of a summary, a description, and a character study, if possible, from the novel.
- The teacher must be prepared to model an *explication de texte*.
- An *explication de texte* is an oral report that takes a brief excerpt of the novel and relates it to the themes and/or major characters of the novel as a whole.
- In the selection of characters for the character study, care should be taken so that a study of each main character is completed by more than one student; this ensures the success of the jigsaw process in Activity 3.

Teaching/Learning Strategies

1. The teacher presents one excerpt, e.g., first chapter, from the novel while students read, listen, and ask questions for clarification.
2. The teacher distributes and explains a summary of the excerpt while students read, listen, and ask questions for clarification.
3. The teacher monitors, corrects, and advises while students prepare a summary of an assigned excerpt (this process may be repeated throughout the reading of the novel with other assigned excerpts, as the teacher deems necessary).
4. The teacher presents a second excerpt from the novel relevant to a description of a character while students read, listen, and ask questions for clarification.
5. The teacher distributes and explains a character description based on the excerpt while students read, listen, and ask questions for clarification.
6. The teacher monitors, corrects, and advises while students prepare a character description based on an excerpt referring to one of the principal characters.
7. Building on prior knowledge of the *subjonctif présent*, the teacher explains the formation and use of the *subjonctif passé* of *er*, *ir*, and *re* verbs and irregular verbs while students complete grammar exercises.
8. Referring to a third excerpt, the teacher models an *explication de texte* while students listen, take notes, and ask questions for clarification.
9. The teacher monitors, corrects, and advises while students prepare and present an *explication de texte*, based on an excerpt of their choice.

10. Referring to a fourth excerpt, the teacher extrapolates from the previous character description to present a character study, paying particular attention to the motivations for the character's actions and the consequences of those actions, both actual and possible, while students read, listen, and ask questions for clarification.
11. The teacher monitors, corrects, and advises while students research, prepare, and write a character study based on a character of their choice, keeping in mind that this will form the basis of their essay in Activity 3.

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/ Student	Observation	Reading, listening, and oral questioning	Knowledge/Understanding
Formative	Teacher	Observation	Reading, listening, oral questions, and discussion	Knowledge/Understanding Thinking/Inquiry
Summative	Teacher	Rating scale	Write a summary	Application
Formative	Teacher/ Student	Observation	Reading, listening, and oral questioning	Knowledge/Understanding
Formative	Teacher	Observation	Reading, listening, oral questions, and discussion	Knowledge/Understanding Thinking/Inquiry
Summative	Teacher	Rating scale	Write a character description	Application
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding
Formative	Teacher/ Student	Observation	Reading, listening, and oral questioning	Knowledge/Understanding
Formative/ Summative	Teacher	Checklist	Prepare and present an explication de texte	Knowledge/Understanding Thinking/Inquiry Communication Application
Formative	Teacher/ Student	Observation	Reading, listening, and oral questioning	Knowledge/Understanding
Summative	Teacher	Rubric	Research and prepare a character study	Thinking/Inquiry Communication Application

Resources

Unilingual French dictionaries

Bilingual French-English dictionaries

Bescherelle

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

- (Pour faire un exposé oral - pages 6 à 10)
- (Pour faire un résumé - page 28)
- (Pour la description - pages 90, 108, 134, 135)
- (Pour le subjonctif présent et passé - pages 185 à 189)

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

Notes from previous units and activities

Activity 3: Causes et effets

Time: 3 hours

Description

The teacher reviews the characteristics of a formal essay (content, structure, and format, including footnotes and bibliography). Using the jigsaw method, students exchange information on the principal characters of the novel that were studied in Activity 2. This provides students with knowledge that allows them to write an essay that treats all the main characters in the novel. In addition to information obtained in these presentations, students refer to their notes and products from previous activities in order to research, draft, and write a 1000 to 1500 word essay interpreting the motivations of the characters in the novel and the consequences of their actions.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

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

CGE7b - accepts accountability for one's own actions.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

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

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

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

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

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

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

Specific Expectations

RE1.02 - interpret the motivation of characters in a novel or play and predict possible consequences of the characters' actions;

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

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

WR1.05 - write a formal essay (1000 to 1500 words) complete with footnotes and bibliography, on a topic under study;

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

WR2.01 - recognize and use appropriate language structures (see language structures for Extended French, Grade 12, p. 34);

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

WR2.03 - observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);

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

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

- Notes and products from previous activities
- Essay writing skills

Planning Notes

- The teacher should be familiar with the jigsaw method (each group contains an expert on one of the characters and presents the information to others).
- The teacher provides resources on formal essay writing.

Teaching/Learning Strategies

1. The teacher reviews formal essay writing skills (content, structure, and format, including footnotes and bibliography) while students read, listen, take notes, and ask questions for clarification.
2. The teacher distributes and explains the essay rubric (Annexe 2.2) while students listen, take notes, and ask questions for clarification.
3. The teacher monitors, corrects, and advises while students participate in the jigsaw process to share their expertise regarding the principal characters in the novel.
4. The teacher monitors, corrects, and advises while students write the first draft of their essay.
5. The teacher monitors and advises while each student peer edits the first draft of another student's essay.
6. The teacher remains available for conferencing as students prepare the final versions of their essays (it is expected that students write most of their final submission on their own time).
7. The teacher uses the essay rubric (Annexe 3.3) to evaluate final submissions of student essays.

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/ Student	Observation	Reading, listening, oral questioning, and discussion	Knowledge/Understanding
Formative	Teacher/ Student	Observation and feedback	Jigsaw process	Knowledge/Understanding Thinking/Inquiry Making Connections
Formative	Teacher	Observation and feedback	Essay writing (first draft)	Thinking/Inquiry Application
Formative	Student	Observation and feedback	Peer editing	Thinking/Inquiry Communication
Summative	Teacher	Rubric	Essay writing (final copy)	Communication Application

Accommodations

- Access to computers for word processing

Resources

Unilingual French dictionaries

Bilingual French-English dictionaries

Bescherelle

Notes and products from previous activities

Peers

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

- (Pour écrire une dissertation - pages 26 et 27)
- (Pour réviser ses textes et ceux des autres - pages 47 et 48)
- (Pour une étude de personnage - page 54)

Appendices

Annexe 2.2 – Evaluation Rubric: La dissertation

Annexe 2.1

List of research topics

les faits biographiques - date de naissance, situation familiale, formation, professions, mort

l'époque historique - événements politiques et ses influences sur l'auteur

le mouvement littéraire - à contre courant ou en harmonie (le réalisme, le symbolisme, le surréalisme

l'existentialisme, l'absurde, le nouveau roman, etc.)

les influences des autres auteurs

les influences formatives et les liens avec ses oeuvres

le portrait psychologique - son caractère, ses goûts, ses intérêts, ses passe-temps

les idées et les thèmes qui reviennent dans ses oeuvres

le style littéraire - qu'est-ce qui le rend unique

Annexe 2.2

Evaluation Rubric: La dissertation

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding - knowledge of language forms and conventions (essay structure and format) - understanding of the characters in the novel	- demonstrates limited understanding - demonstrates limited knowledge of the characters in the novel	- demonstrates some understanding - demonstrates some knowledge of the characters in the novel	- demonstrates considerable understanding - demonstrates considerable knowledge of the characters in the novel	- demonstrates thorough understanding - demonstrates thorough knowledge of the characters in the novel
Thinking/Inquiry - critical and creative thinking skills to demonstrate an understanding of the characters' motivations and the consequences of their actions	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with some effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses critical and creative thinking skills with a high degree of effectiveness
Communication - communication of information and ideas - use of language	- communicates information and ideas with limited clarity - uses language with limited accuracy and effectiveness	- communicates information and ideas with some clarity - uses language with some accuracy and effectiveness	- communicates information and ideas with limited clarity - uses language with considerable accuracy and effectiveness	- communicates information and ideas with limited clarity - uses language with a high degree of accuracy and effectiveness
Application - application of knowledge and skills in their explanation of the characters, their motivations and the consequences of their actions - use of verbs, language structures and vocabulary	- applies knowledge and skills with limited effectiveness - demonstrates limited ability to apply verbs, language structures, and vocabulary	- applies knowledge and skills with some effectiveness - demonstrates some ability to apply verbs, language structures, and vocabulary	- applies knowledge and skills with considerable effectiveness - demonstrates considerable ability to apply verbs, language structures, and vocabulary	- applies knowledge and skills with a high degree of effectiveness - demonstrates a high degree of ability to apply verbs, language structures, and vocabulary

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