

Public and Catholic District School Board Writing Partnerships

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

Course Profile

Core French

Grade 12
Open
FSF40

• *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

Core French, FSF4O, Grade 12, Open

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

Prerequisite: Core French, Grade 11, Open or University Preparation

Course Description

This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French is emphasized throughout the course (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000, p.21*).

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 present in our schools. The study of French is a step towards becoming an effective communicator in both of Canada's official languages, and to improving students' understanding of self and society. This course promotes individual growth, responsible citizenship and respect for the Catholic teachings of peace, justice, solidarity, and compassion through the varied activities offered throughout the units of study.

Course Notes

When planning and implementing this course, the teacher should take into consideration activities and approaches that broaden students' knowledge and skills in topics that reflect their interests and prepare them for active and rewarding participation in the business world and the workplace. Activities and strategies used throughout the units of this course are designed to enable students to meet the Ministry standards and expectations for FSF4O. Care has been taken to cluster the expectations to foster meaningful and relevant learning. The unit activities and the final culminating task of the course provide numerous and various opportunities for students to demonstrate the extent of their achievement of curriculum expectations. During specific activities, students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all. The teacher should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.

Units: Titles and Time

* Unit 1	Occupe-toi de tes affaires!	20 hours
Unit 2	Casse-tête	20 hours
* Unit 3	C'est mon affaire	25 hours
Unit 4	Portfolio	25 hours
Unit 5	L'affaire est faite!	20 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Occupe-toi de tes affaires!

Time: 20 hours

Unit Description

Students become familiar with the vocabulary of the business world and explore what constitutes a successful business in their Catholic community. With the aid of a guest speaker, students become aware of the key elements of a successful business. Through the various activities in the three strands, students prepare, administer, and interpret an in-school survey about community businesses operated by Catholics.

Note: Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all. Students review previously taught language structures and learn the interrogative pronoun *lequel* and the formation and use of the *participe présent*. As the culminating task, students summarize their findings, e.g., graph, paragraph, table, etc., clearly and honestly and with sensitivity to others.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01; REV.01; OC3.01; RE1.04; RE2.01, .02, .03 CGE 2c	Knowledge/Understanding	Familiarization with business vocabulary
2	OCV.01; REV.01, .02, .03; OC1.02; OC2.03; OC3.01; RE1.03, .04; RE2.01, .03 CGE 3b	Knowledge/Understanding Thinking/Inquiry	What is a successful business?
3	OCV.02; REV.03; WRV.02, .03; OC1.01; OC2.03; OC3.01; RE2.01, .03; WR1.02; WR2.01, .02, .03, .04 CGE 2d, 5f	Thinking/Inquiry Knowledge/Understanding Communication	Survey: What constitutes a successful business in this community?
4	OCV.02; REV.02; WRV.02, .03; OC3.01; RE1.01, .03; RE2.01, .03; WR1.02; WR2.01, .02, .03, .04 CGE 3f	Thinking/Inquiry Application Communication	Culminating Task: Analyse and summarize results

Unit 2: Casse-tête

Time: 20 hours

Unit Description

Students listen actively and critically to identify, research, and analyse a business issue specific to their Catholic community. Students learn the formation of the *plus-que-parfait*, *futur antérieur*, and *conditionnel passé* of *er*, *ir*, *re* verbs and irregular verbs and *peut-être* vs. *peut-être que*. As the culminating task, students write a formal analysis of one major business issue in their community. Students think reflectively and creatively in order to give their interpretation of its causes and recommend how it could be resolved.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	REV.01, .02, .03; OC3.01; RE1.01, .03, .04; RE2.01, .02, .03 CGE 2a	Knowledge/Understanding Thinking/Inquiry	Business analysis: case study
2	OCV.02; OC3.01 CGE 3f	Thinking/Inquiry Communication	Issues in the community: Identify one major issue
3	REV.01, .02, .03; OC3.01; RE1.01, .03, .04; RE2.01, .03 CGE 3c	Thinking/Inquiry Knowledge/Understanding	In-depth research of the issue: What are the problems?
4	OCV.02; OC3.01 CGE 2c, 3b	Thinking/Inquiry Communication	Brainstorm solutions
5	WRV.01, .02, .03; RE1.02; WR1.01, .04; WR2.01, .02, .03, .04 CGE 2e	Application	Culminating Task: Write the analysis

Unit 3: C'est mon affaire

Time: 25 hours

Unit Description

Students become familiar with the elements of a business plan. Students work in groups to develop an original and realistic business plan for their own imaginary business, bearing in mind how it would contribute to the common good. Students learn possessive pronouns, the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and negative infinitives. As the culminating task, students present their business plans and the class, acting as a “Chamber of Commerce,” provides feedback on the viability of the business.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RE1.01; RE2.01, .02 CGE 3f, 7i	Knowledge/ Understanding	The Business Plan
2	OCV.02; WRV.01, .02, .03; OC2.03; OC3.02; RE1.01, .02; RE2.01, .03; WR1.01; WR2.01, .02, .03, .04 CGE 5f, 7i, 7j	Thinking/Inquiry Application	Develop a business plan for an imaginary company
3	OCV.03, .04; OC2.04; OC3.01, .02 CGE 5h	Communication	Culminating task: Presentation of business plan
4	OCV.02, .04; OC1.03; OC2.01, .03; OC3.01, .02 CGE 5e	Thinking/Inquiry Communication	Peer feedback

Unit 4: Portfolio

Time: 25 hours

Unit Description

Students discover various aspects of the personnel needs of a business. Through a case study, students role-play a conflict resolution scenario, understanding and respecting a pluralistic society and their Catholic values and beliefs. Students learn the use of the *subjonctif présent* after expressions of emotion, wish, order, and permission and the sequence of present and past tenses with *les expressions temporelles*. Subsequent to the preparation of a résumé and a cover letter, students conduct a mock interview based on peer-developed job profiles. This interview is the culminating task for the unit.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.02, .04; REV.01, .02, .03; OC1.01; OC2.02, .03; OC3.01, .02; RE1.03; RE2.01, .03 CGE 1j, 3d, 7g	Thinking/Inquiry	Case study: Conflict resolution
2	OCV.02, .04; OC1.02; OC2.03 CGE 4g, 5g, 6c	Knowledge/ Understanding Thinking/Inquiry	Personnel: Business needs and expectations, interview process and skills, résumés, etc.
3	WRV.02, .03; WR1.01; WR2.01, .02, .03, .04 CGE 5b, 5f	Thinking/Inquiry Application	Write job profile (as per business plan in Unit 3)
4	REV.01, .02, .03; WRV.02, .03; RE1.03; RE2.01; WR1.01 CGE 5h	Thinking/Inquiry Application	Apply for a job from Cluster 3 (résumé, cover letter)
5	OCV.02, .03, .04; OC2.02, .05; OC3.01, .02; RE1.03; RE2.01, .03; WR1.02; WR2.01, .02, .03, .04 CGE 4a	Communication Application Thinking/Inquiry	Culminating Task: Prepare and conduct mock interview and recruit the successful candidate

Unit 5: L'affaire est faite!

Time: 20 hours

Unit Description

Students become familiar with the concept of a company profile. Students incorporate previously acquired language structures as needed. Applying skills for employability, self employment and entrepreneurship as a final performance task, students define, prepare, and present their own Catholic company profile based on Unit 3.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	REV.01; OC1.01, .02; OC2.03 CGE 5b	Knowledge/ Understanding	What is a company profile?
2	OCV.02, .04; WRV.01, .02, .03; OC3.01; WR1.01, .03; WR2.01, .02, .03, .04 CGE 5e, 5f, 5h	Thinking/Inquiry Application	Prepare a media work (brochure, video, website, slide show, presentation software, etc.) of company profile

Cluster	Learning Expectations	Assessment Categories	Focus
3	OCV.03, .04; WRV.01, .03; OC2.04; OC3.01 CGE 3e, 5a, 7b	Communication Application	Culminating Task: Present media work

Teaching/Learning Strategies

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

The teacher:

- cooperative learning activities
- formal and informal presentation of notions and concepts
- brainstorming

Students:

- answering questionnaires
- applying the writing process
- developing and discussing topics
- expressing opinions
- following instructions
- giving oral presentations on specific topics
- interviewing
- 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
- community involvement
- computer assisted learning
- guided reading/writing
- note-taking
- working individually, in pairs and in groups
- reading and writing in a variety of genres
- role playing
- brainstorming

Assessment & Evaluation of Student Achievement

Diagnostic, formative, and summative assessment strategies provide students with opportunities to demonstrate the full range of their learning in the three strands. Methods, strategies, and tools allow the teacher and students to collect information on the students' levels 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 student demonstration of learning.

Assessment & Evaluation - Term Work 70%

Reflecting All Four Categories of the Achievement Chart

Diagnostic

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

Formative

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

Summative

- Research projects
- Oral presentations
- Portfolios
- Creation and presentation of product
- Tests, examination

Tools

- Rubrics
- Marking scheme
- Rating scale
- Checklists

By

- Self
- Peer
- Teacher

Final Evaluation 30%

Performance Task(s) and/or Formal Examination

- Media work of company profile

Accommodations

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

- Allot extra time for completion of work.
- Provide different levels of reading resources, e.g., articles, short texts, etc.
- Provide access to French-language software where possible.
- Highlight or summarize major points.
- Allow point form notes instead of sentences and paragraphs.
- Substitute presentation in visual or oral format instead of written.
- Allow students to present to the teacher only.
- Provide for physical needs of students.

- Provide a pre-test.
- Provide opportunity for lateral thinking and enrichment.
- Provide special materials and resources, e.g., exemplars, modeling, taped texts, etc.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. 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 Cancopy 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. The following resources are suggested to support teaching and learning in all units.

Texts

- Bain, Colin M. et Colyer, Jill S. *Les visages de l'humanité : Introduction à la psychologie, à la sociologie et à l'anthropologie*. Montréal : Les Éditions de la Chenelière, 2002.
- Baron, Jean. *La boîte à outils : Manuel de travaux pratiques et de laboratoire*. Toronto: Pearson Education, 1990.
- Bégin, Jean-Pierre et L'heureux, Danielle. *Des occasions d'affaires*. Montréal : Les Éditions Transcontinentales inc., 1995.
- Bodell, Richard W. et al. *Entrepreneuriat : L'esprit d'aventure*. Montréal: Les Éditions de la Chenelière inc., 1994.
- Boucher, Martial. *Au cœur de la vie*. Montréal: Lidec inc., 1994.
- Canac-Marquis, Jean en collaboration avec Cyr, Francine. *Grammaire Moderne*. Éditions du Phare inc., 2000.
- Canfield, Jack et al. *Bouillon de poulet pour l'âme des Chrétiens*. Montréal: Éditions Sciences et Cultures, 1999.
- Cardinal, Guylaine. *Le français langue seconde par thèmes*. Montréal: Gaetan Morin, 1995.
- Carle, André. *Collection mon choix de carrière 4e secondair: La pyramide de ma vie*. Montréal: Lidec inc., 1993.
- Clark, Bruce W. et Wallace, John K. *Géographie du Canada: Influences et liaisons*. Montréal: Les Éditions de la Chenelière, 1999.
- Collet, Paulette et Milani, Frank. *Objectifs: Langue et littérature: Une approche thématique*. Toronto: Copp Clark Pitman Ltd., 1988.
- Corbeil, Pierre. *Entreprendre par le jeu*. Montréal: Les Éditions Transcontinentales inc., 1995.
- Cranson, Lori et al. *L'entrepreneuriat: La création d'une entreprise*. Montréal: Guérin, 1994.
- Daumont-Spragg, Christiane et R. Cottrell. *Colloques: Textes du monde francophone*. Montréal: CEC, 1987.
- David, Michel. *Passeport pour la grammaire française*. Montréal: Guérin, 1993.
- David, Michel. *Ortho-fiches sur la langue française*. Montréal: Guérin, 1995.
- Dubuc, Yvan. *La Passion du Client*. Montréal: Les Éditions Transcontinentales inc., 1993.
- Fortin, Paul A. *Devenez Entrepreneur: Pour un Québec plus entrepreneurial*. Montréal: Les Éditions Transcontinentales inc., 1992.

French-English and French dictionaries

Gasse, Yvon et D'Amours, Aline. *Profession: Entrepreneur*. Montréal: Les éditions Transcontinentales inc., 1993.

Grammaire française. Student workbook, Éditions Études Vivantes

Catholic guest speaker from the Chamber of Commerce or other business-related profession

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

Just Listen 'n Learn Business French. Passport Books.

Kretchman, Lily M., et al. *L'entrepreneuriat: La création d'une entreprise*. Montréal : Guérin, 1994.

McConnell, Robert G. et al. *Passages 3*. Don Mills: Éditions Addison-Wesley, 1992.

McConnell, Robert G. et al. *Voyages 1*. Toronto: Pearson Education, 1995.

Ministère du développement économique, du commerce et du tourisme. *Fondation d'une petite entreprise en Ontario*. Toronto.

Ministère de l'industrie, du commerce et de la technologie. *Comment planifier la création d'une entreprise de services*. Toronto: Publications Ontario.

Misener, Judi et Butler, S. *Horizons 2000+: Exploration des choix de carrières*. Montréal: Les Éditions de la Chenelière, 2001.

Murphy, Terry et al. *Le monde des affaires: Profil canadien*. Montréal : Guérin, 1987.

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

Perspectives canadiennes : Trousse de ressources. Gouvernement fédéral: Département du développement des ressources humaines Canada. Phone (819)994-6313

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

Rosenzweig, Bill et Ziegler, Mel et Patricia. *De l'idée à l'entreprise*. Montréal: Les Éditions Transcontinentales inc., 1993.

Sheppard, Barbara E. *Parlons Grammaire*. Harcourt, 1998.

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

Thibeault, Nicole L. *La Grammaire, moi je la comprends!* Montréal: Guerin, 1996.

Winder, Linda, Stih, S., et O'Connor, J. *Transitions: Guide d'accès au monde du travail*. Montréal: Les Éditions de la Chenelière inc., 1992.

Newspapers and Magazines

L'Express de Toronto. Toronto.

L'Actualité. Montréal.

Le Devoir

Le Droit

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.

L'actualité en classe – <http://www.actualiteenclasse.com>

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/>

La boussole: pour la formation au cheminement de carrière – <http://www.cforp.on.ca/boussole>

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

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

– <http://w3.olf.gouv.qc.ca/banque/>

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

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

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

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

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

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

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

Survey writing – http://www.statcan.ca/francais/kits/survey_f.htm

Survey writing – http://www.statcan.ca/francais/concepts/question2_f.htm

Survey writing – <http://www.pouroucontre.com>

Changing Times: The New Economy and the New Labour Market

– <http://www.changingtimes.com/index.htm>

Ontario Ministry of Education: You and the Job Market

– <http://www.edu.gov.on.ca/eng/document/brochure/youjob/youjob.html>

www.Catholicmarket.com

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 an environment where French would be useful.

Coded Expectations, Core French, Grade 12, Open, FSF40

Oral Communication

Overall Expectations

- OCV.01 · respond in a variety of ways to a range of media works;
- OCV.02 · express and justify ideas and opinions in self-directed conversations and discussions on a variety of business-related issues;
- 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 – understand and participate in spontaneous conversations (e.g., when working with classmates on a collaborative project);
- OC1.02 – take point-form notes while listening to discussions, news reports, and short stories, and refer to them in oral or written assignments;
- OC1.03 – ask questions and make comments to clarify, evaluate, and provide feedback on classmates' presentations.

Speaking

- OC2.01 – use critical-thinking skills in responding to classmates' presentations (e.g., analyse the information, elaborate on the ideas presented);
- OC2.02 – role-play situations (e.g., seeking information, resolving conflicts between people) based on a topic under study;
- OC2.03 – contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);
- OC2.04 – give a researched presentation on a business topic (e.g., an analysis of the coverage of a business news story, a review of careers where knowledge of French is an asset);
- OC2.05 – conduct a mock interview, referring to information contained in a prepared résumé.

Application of Language Conventions

- OC3.01 – recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);
- OC3.02 – use newly acquired vocabulary in conversation.

Reading

Overall Expectations

- REV.01 · read and demonstrate an understanding of a wide variety of texts that relate to business or the workplace;
- REV.02 · apply critical thinking as they read (e.g., analyse information, identify the issues raised, go beyond the surface meaning);
- REV.03 · identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

RE1.01 – read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);

RE1.02 – gather, organize, and interpret information as part of a written assignment (e.g., development of a business plan);

RE1.03 – make judgements based on their reading (e.g., the suitability of a job candidate based on his or her résumé and letters of reference);

RE1.04 – expand their understanding of the workplace through reading a selection of manuals, pamphlets, business magazines, and career profiles, and summarize and explain their findings.

Application of Language Conventions

RE2.01 – recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE2.02 – identify and explain vocabulary related to the business world;

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

Writing

Overall Expectations

WRV.01 · express and support their ideas and opinions in writing;

WRV.02 · create a variety of texts, selecting the appropriate form and 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 in a variety of forms (e.g., résumés, covering letters, a business plan, a job profile);

WR1.02 – select criteria, prepare a series of questions, and design an appropriate form (e.g., for rating job applicants), and evaluate responses;

WR1.03 – create a media work (e.g., a brochure, a video, a website) to present a company profile;

WR1.04 – write a formal analysis of a current issue, giving their interpretation as to its causes and recommending how it could be resolved.

Application of Language Conventions

WR2.01 – recognize and apply appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR2.03 – incorporate newly acquired vocabulary into their written work;

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

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

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

An Effective Communicator who

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

A Reflective and Creative Thinker who

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

A Self-Directed, Responsible, Life Long Learner who

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

A Collaborative Contributor who

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

A Caring Family Member who

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

A Responsible Citizen who

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

Unit 1: Occupe-toi de tes affaires!

Time: 20 hours

Unit Description

Students become familiar with the vocabulary of the business world and explore what constitutes a successful business in their Catholic community. With the aid of a guest speaker, students become aware of the key elements of a successful business. Through the various activities in the three strands, students prepare, administer, and interpret an in-school survey about community businesses operated by Catholics. Students review previously taught language structures and learn the interrogative pronoun *lequel* and the formation and use of the *participe présent*. As the culminating task, students summarize their findings, e.g., graph, paragraph, table, etc., clearly and honestly and with sensitivity to others.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Le monde des affaires	1.25 hours	OCV.01; REV.01; OC3.01; RE1.04 RE2.01, .02, .03 CGE 2c	Knowledge/ Understanding	Familiarization with business vocabulary
1.2 Les projets d'affaires	3.75 hours	OCV.01; REV.01, .02, .03; OC1.02; OC2.03; OC3.01; RE1.03, .04; RE2.01, .03 CGE 3b	Knowledge/ Understanding Thinking/Inquiry	What is a successful business?
1.3 Découvrons nos affaires	10 hours	OCV.02; REV.03; WRV.02, .03; OC1.01; OC2.03; OC3.01; RE2.01, .03; WR1.02; WR2.01, .02, .03, .04 CGE 2d, 5f	Thinking/Inquiry Knowledge/ Understanding Communication	Survey: What constitutes a successful business in this Catholic community?
1.4 Analysons et interprétons les résultats	5 hours	OCV.02; REV.02; WRV.02, .03; OC3.01; RE1.01, .03; RE2.01, .03; WR1.02; WR2.01, .02, .03, .04 CGE 3f	Thinking/Inquiry Application Communication	Culminating Task: Analyse and summarize results

Activity 1.1: Le monde des affaires

Time: 1.25 hours

Description

Students become familiar with the terminology of the business world. Students have the opportunity to work as team members in studying various business related texts, in an effort to develop a working business vocabulary. Students become effective communicators by presenting information and ideas clearly, honestly and with sensitivity to others.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

Strand(s): Oral Communication, Reading

Overall Expectations

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

REV.01 - read and demonstrate an understanding of a wide variety of texts that relate to business or the workplace.

Specific Expectations

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE1.04 - make judgments based on their reading (e.g., suitability of a job candidate based on his or her résumé and letters of reference);

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE2.02 - identify and explain vocabulary related to the business world;

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

Prior Knowledge & Skills

- Verbs conjugated in various tenses, e.g., *conditionnel présent, imparfait, passé composé, passé simple*
- Note-taking skills
- The use of French-English and French dictionaries

Planning Notes

- Anticipate possible events that might interest students based on the strengths/interests of the class in order to provide the necessary terminology for brainstorming.
- Provide current media resources related to the business world.

Teaching/Learning Strategies

1. The teacher leads the class in a brainstorming session to determine their existing business related knowledge and students contribute ideas clearly and honestly with sensitivity to others.
2. The teacher presents to the class a short example of business or workplace text (suggestion: *Exploration des choix de carrière Grade 10, L'Actualité*) while students listen attentively.
3. The teacher models reading strategies to extract business related vocabulary and terminology from the text and students participate in the group reading.

4. The teacher records ideas on the board, on chart paper, or on acetate, categorizing vocabulary by the appropriate parts of speech, e.g., noun, verb, and adjective table, and students contribute and record new vocabulary.
5. The teacher distributes various resources to small groups of students, acts as a facilitator as students share the reading of their group text and develop their business vocabulary list (suggestion: *Devenez Entrepreneur*, pp. 34-50).
6. The teacher provides French-English and French dictionaries for students to determine the meaning of unfamiliar vocabulary.
7. The teacher brings class back as a whole and students share, compare, and complete the business vocabulary word bank.
8. It is suggested that:
 - during the group reading of the text, there is one secretary to record ideas and develop a vocabulary list;
 - each student maintains a business vocabulary glossary for future reference throughout the course.

Assessment & Evaluation of Student Achievement

Type	Categories	Methods and Strategies	Tools	User
Diagnostic	Knowledge/ Understanding	Brainstorming Small and large group discussions	Observation	Teacher

Resources

L'Actualité. Montréal

Bodell, Recharad W., et al. *Entrepreneuriat: L'esprit d'aventure*. Montréal: Les Éditions de la Chenelière inc., 1994.

Kretchman, Lily M., et al. *L'entrepreneuriat: La Création d'une Entreprise*. Montréal: Guérin, 1994.

French/English dictionaries

<http://www.nyu.edu/pages/wessfrench/news.htm#META>

Activity 1.2: Les projets d'affaires

Time: 3.75 hours

Description

Through structured readings, students define and explore the characteristics of businesses with catholic values and determine what makes them successful. Students recognize different styles of businesses such as small-scale, large-scale, service-based, etc. With the help of a Catholic guest speaker students evaluate how businesses contribute to the common good of the community.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

Strand(s): Oral Communication, Reading

Overall Expectations

OCV.01 - responds in a variety of ways to a range of media works;

REV.01 - read and demonstrate an understanding of a wide variety of texts that relate to business or the workplace;

REV.02 - apply critical thinking as they read (e.g., analyse information, identify the issues raised, go beyond the surface meaning);

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

Specific Expectations

OC1.02 - take point-form notes while listening to discussions, news reports, and short stories, and refer to them in oral or written assignments;

OC2.03 - contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);

OC3.01 - recognize and use appropriate language structures (e.g., see language structures for Core French, Grade 12, p. 25);

RE1.03 - make judgments based on their reading (e.g., the suitability of a job candidate based on his or her résumé and letters of reference);

RE1.04 - expand their understanding of the workplace through reading a selection of manuals, pamphlets, business magazines, and career profiles, and summarize and explain their findings;

RE2.01 - recognize and use appropriate language structures (e.g., see language structures for Core French, Grade 12, p. 25);

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

Prior Knowledge & Skills

- Regular and irregular verb groups
- Verbs conjugated in the *présent indicatif*

Planning Notes

- Provide students with a verb group chart.
- Encourage students to focus on local business success stories.
- Invite Catholic guest speaker from the Chamber of Commerce or other business-related profession.

Teaching/Learning Strategies

1. The teacher asks the question: “What is a Catholic business?” and students participate in the teacher-directed lesson and contribute ideas.
2. The teacher explains in detail the two central categories of a business (profit and non-profit) (suggestion: *L’entrepreneuriat: La création d’une entreprise*, pp. 11-12) and students take point-form notes.
3. The teacher leads a discussion and presents different styles of businesses, e.g., small-scale, large-scale, service based..., (suggestion: *L’entrepreneuriat: La création d’une entreprise*, pp. 3-32) and students participate in the discussion while taking notes.
4. The teacher provides students with pertinent readings and/or media works (suggestion: *Au Coeur de la vie*, pp. 190-218) and students read and analyse the sample shown by the teacher.
5. The teacher invites a Catholic guest speaker from the Chamber of Commerce, to present the aspects of a successful Catholic business, such as target market, financing, consumer needs, and benefits to the common good, and students participate actively.
6. The teacher reviews the major points of the presentation and students take notes.
7. The teacher reviews regular and irregular verb groups (suggestion: *Grammaire moderne*, pp. 215-236) and students participate in the review lesson.
8. The teacher introduces the formation of the *participe présent* (suggestion: *Grammaire moderne*, p. 206) while students listen attentively.
9. The teacher provides application exercises of the *participe présent* (suggestion: *Objectifs*, p. 47) and students complete and correct the application exercises.
10. The teacher administers a grammar quiz.

Assessment & Evaluation of Students Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge/Understanding	Teacher presentation	Observation	Teacher
Formative	Thinking/Inquiry	Student/teacher discussion	Observation	Teacher
Formative	Knowledge/Understanding	Application exercises	Grammar Quiz	Teacher

Resources

Bégin, Jean-Pierre et L'heureux, Danielle. *Des Occasions D'Affaires*. Montréal: Les éditions Transcontinentales inc., 1995.

Bodell, Richard W., et al. *Entrepreneuriat: L'esprit d'aventure*. Montréal: Les Éditions de la Chenelière inc., 1994.

Boucher, Martial. *Au cœur de la vie*. Montreal: Lidec inc., 1994.

Cardinal, Guylaine. *Le français langue seconde par thèmes*. Montreal: Gaetan Morin, 1995.

Collet, Paulette et Milani, Frank. *Objectifs: langue et littérature: une approche thématique*. Toronto: Copp Clark Pitman Ltd., 1988.

Dubuc, Yvan. *La Passion du Client*. Montréal: Les éditions Transcontinentales inc., 1993.

Grammaire française. student workbook, Éditions Études Vivantes

Kretchman, Lily M., et al. *L'entrepreneuriat: La Création Entreprise*. Montréal: Guérin, 1994.

<http://www.Catholicmarket.com>

Activity 1.3: Découvrons nos affaires!

Time: 10 hours

Description

Students learn about sample surveys as a research tool and examine different models. In the creation of their survey, students incorporate the interrogative pronoun *lequel*. In groups, students prepare and administer a survey to evaluate successful businesses operated by Catholics in their community. Teachers ensure that school and board policies related to out-of-school activities are followed. **Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all. During group discussions, students discover and recognize the positive effects of existing businesses in their community.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - express and justify ideas and opinions in self-directed conversations and discussions on a variety of business related issues;

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

WRV.02 - create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;

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

Specific Expectations

OC1.01 - understand and participate in spontaneous conversation (e.g., when working with classmates on a collaborative project);

OC2.03 - contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR1.02 - select criteria, prepare a series of questions, and design an appropriate form (e.g., for rating job applicants), and evaluate responses;

WR2.01 - recognize and apply appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR2.03 - incorporate newly acquired vocabulary into their written work;

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

Prior Knowledge & Skills

- Interrogative adjectives and pronouns
- Question format: *est-ce que, inversion, intonation*
- Interrogative words and expressions
- Verbs conjugated in *présent indicatif*

Planning Notes

- Instruct students to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all.
- Provide samples of thank-you notes for completing the surveys.
- Arrange for a suitable atmosphere for the performance of a trial run of the administration of the survey.

Teaching/Learning Strategies

1. The teacher presents a brief review of question words, expressions and formats and students actively participate in giving examples.
2. The teacher introduces the interrogative pronoun *lequel* (suggestion: *Objectifs*, pp. 77-80) and students listen attentively.
3. The teacher provides oral and written application exercises on the interrogative pronoun *lequel* (suggestion: *Le français langue seconde par thèmes*, pp. 79-90) and students complete the assignments.
4. The teacher administers a grammar quiz and students complete it.
5. The teacher outlines key elements of a survey as a research tool (suggestion: *Les visages de l'humanité*) and students participate actively.
6. The teacher provides models of surveys. (suggestion: www.statcan.ca/francais/concepts/question2f.htm and www.pouroucontre.com) and students analyse them.

7. The teacher uses the models of surveys to demonstrate ways of forming questions in French, e.g., *mots interrogatifs, le quel...*, and students extrapolate forms of questions from the surveys.
8. The teacher presents the class with information about creating a valid and reliable survey that is sensitive to the respondent's personal experiences and students recognize key components of a reliable and valid survey.
9. The teacher forms groups of students to develop a survey to determine what constitutes a successful Catholic business in their community and students gather into small groups to create a survey.
10. The teacher suggests length of survey, provides students with a checklist of key questions to be answered, circulates, and assists while students develop the assignment.
11. The teacher circulates and encourages students to take initiative and demonstrate leadership as they prepare and conduct a survey.
12. The teacher assists students as they proofread their surveys.
13. The teacher facilitates as students exchange their survey with another group to test run and peer edit.
14. The teacher provides students with a checklist of key elements of survey (Annexe 1.3.1) and students complete the checklist.
15. The teacher circulates to informally assess students in their oral work as they formulate questions, and conduct the survey.
16. The teacher approves the final draft of survey and students hand in the completed assignment.
17. The teacher organizes the administration of the survey with the participation of students.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge/Understanding Communication	Application exercises Grammar quiz	Marking Scheme	Teacher
Formative	Thinking/Inquiry Communication Knowledge/Understanding	Group-produced written survey	Checklist (Annexe 1.3.1)	Teacher Student

Resources

Bain, Colin M. et Colyer, Jill S. *Les visages de l'humanité : Introduction à la psychologie, à la sociologie et à l'anthropologie*. Montréal : Les Éditions de la Chenelière, 2002.

Canac-Marquis, Jean en collaboration avec Cyr, Francine. *Grammaire Moderne*. Éditions du Phare inc., 2000.

Cardinal, Guylaine. *Le français langue seconde par thèmes*. Montréal : Gaetan Morin, 1995.

Collet, Paulette et Milani, Frank. *Objectifs : langue et littérature : une approche thématique*. Toronto: Copp Clark Pitman Ltd., 1988.

French-English dictionaries

Survey writing – http://www.statcan.ca/francais/kits/survey_f.htm

Survey writing – http://www.statcan.ca/francais/concepts/question2_f.htm

Survey writing – <http://www.pouroucontre.com>

<http://www.Catholicmarket.com>

Appendices

Annexe 1.3.1 – Survey Checklist

Activity 1.4: Analysons et interprétons les résultats

Time: 5 hours

Description

Students gather again in groups to assemble data and to tabulate and interpret results from their survey. As reflective and creative thinkers, students evaluate their findings and the implications for a just and compassionate community. As a culminating task of this unit, students summarize their findings through the creation of a written paragraph and visual aid, e.g., graph, table.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - express and justify ideas and opinions in self-directed conversations and discussions on a variety of business-related issues;

REV.02 - apply critical thinking as they read (e.g., analyse information, identify the issues raised, go beyond the surface meaning);

WRV.02 - create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;

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

Specific Expectations

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE1.01 - read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);

RE1.03 - make judgments based on their reading (e.g., the suitability of a job candidate based on his/her resume and letters of reference);

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR1.02 - select criteria, prepare a series of questions, and design an appropriate form (e.g., for rating job applicants), and evaluate responses;

WR2.01 - recognize and apply appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR2.03 - incorporate newly acquired vocabulary into their written work;

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

Prior Knowledge & Skills

- Research notes and materials from previous activities
- Verb tenses previously taught in this unit
- Criteria for effective oral communication

Planning Notes

- Book necessary audio-visual tools if necessary.
- Prepare rubric for evaluation of cooperative group work.
- Prepare rubric for evaluation of written project.

Teaching/Learning Strategies

1. The teacher reviews graphing skills (suggestion: *Géographie du Canada: Influences et liaisons*, pp. 72-77) and the informative paragraph (suggestion: *Avec brio*, p. 24) and students participate in teacher-directed lesson, applying graphing and paragraph skills to their group survey.
2. The teacher facilitates the analysis and tabulation of results of survey by students as they apply knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) to formulate conclusions.
3. The teacher assists with the development of a written paragraph that incorporates the newly acquired grammatical structures and vocabulary as students make connections and predictions based on survey results.
4. The teacher assesses teamwork, according to a teacher-developed rating scale while students work in groups.
5. The teacher facilitates an informal discussion whereby students share their findings with the class.
6. The teacher collects written projects and evaluates student performance based on a teacher-developed rubric.

Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tool	User
Formative	Communication	Teamwork	Rubric	Teacher
Summative	Thinking/Inquiry Application	Written Survey Project	Rubric	Teacher

Resources

Bain, Colin M. et Colyer, Jill S. *Les visages de l'humanité: Introduction à la psychologie, à la sociologie et à l'anthropologie*. Montréal: Les Éditions de la Chenelière, 2002.

Clark, Bruce W. et Wallace, John K. *Géographie du Canada: Influences et liaisons*. Montréal: Éditions de la Chenelière, 1999.

Jean, Gladys. *Avec Brio*. Scarborough: Prentice Hall Ginn Canada, 1996.

Appendices

Annexe 1.4.2 – Rubric for Written Survey Project

Annexe 1.1

Survey Checklist

	groupe	professeur
	Oui? Non?	Oui? Non?
1. Vous avez formulé une hypothèse spécifique au sujet du succès des commerces dans votre communauté.		
2. Vous avez formulé le nombre de questions spécifié par le professeur.		
3. Vos avez formulé des questions qui prouvent (ou réfutent) votre hypothèse.		
4. Toutes les questions sont précises.		
5. Toutes les réponses sont à choix multiples.		
6. Vous avez ajouté suffisamment de questions pertinentes.		
7. Vous avez souvent employé les structures lequel, lesquelles, etc. et le participe présent dans vos questions.		
8. Vous avez employé un vocabulaire précis.		
9. Vous avez posé vos questions dans un registre approprié pour vos répondants.		
10. Chaque membre du groupe a vérifié et re-vérifié la grammaire et l'orthographe.		
11. Le groupe a toujours parlé en français.		
12. Le groupe a bien coopéré et bien employé le temps alloué en classe.		

Annexe 1.4.2

Rubric for Written Project

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - knowledge of terminology related to the business world - knowledge of <i>participe présent</i> and the interrogative pronoun <i>lequel</i>	- demonstrates limited knowledge demonstrates limited knowledge	- demonstrates moderate knowledge demonstrates moderate knowledge	- demonstrates considerable knowledge demonstrate considerable knowledge	- demonstrates thorough knowledge demonstrates thorough knowledge
Thinking/Inquiry - organization of survey results - inquiry skills (analysis and interpretation of survey results; forming conclusions)	- organizes survey results with limited effectiveness - uses inquiry skills with limited effectiveness	- organizes survey results with moderate effectiveness - uses inquiry skills with moderate effectiveness	-organizes survey results with considerable effectiveness - uses inquiry skills with considerable effectiveness	- organizes survey results with a high degree of effectiveness - uses inquiry skills with a high degree of effectiveness
Communication - use of written language - communication of information using tables and graphs	- communicates information and ideas with limited clarity - communicates with limited effectiveness	- communicates information and ideas with some clarity - communicates with moderate effectiveness	- communicates information and ideas with considerable clarity - communicates with considerable effectiveness	- communicates information and ideas with a high degree of clarity - communicates with a high degree of effectiveness
Application - making connections and predictions based on survey results	- makes connections and predictions with limited effectiveness	- makes connections and predictions with moderate effectiveness	- makes connections and predictions with considerable effectiveness	- makes connections and predictions with a high degree of effectiveness

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

Comments:

Unit 3: C'est mon affaire

Time: 25 hours

Unit Description

Students become familiar with the elements of a business plan. Students work in groups to develop an original and realistic business plan for their own imaginary business, bearing in mind how it would contribute to the common good. Students learn possessive pronouns, the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and negative infinitives. As the culminating task, students present their business plans and the class, acting as a “Chamber of Commerce,” provides feedback on the viability of the business.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
3.1 C'est quoi un plan d'entreprise?	3 hours	REV.01; RE1.01; RE2.01, .02 CGE 3f, 7i	Knowledge/ Understanding	The business plan
3.2 L'entreprise imaginaire	12 hours	OCV.02; WRV.01, .02, .03; OC2.03; OC3.02; RE1.01, .02; RE2.01, .03; WR1.01; WR2.01, .02, .03, .04 CGE 5f, 7i, 7j	Thinking/Inquiry Application	Develop a business plan for an imaginary company
3.3 La présentation du plan	5 hours	OCV.03, .04; OC2.04; OC3.01, .02 CGE 5h	Communication Application	Culminating Task: presentation of business plan
3.4 Un succès, oui ou non?	5 hours	OCV.02, .04; OC1.03; OC2.01, .03; OC3.01, .02 CGE 5e	Thinking/Inquiry Communication	Peer feedback

Activity 3.1: C'est quoi un plan d'entreprise?

Time: 3 hours

Description

The teacher explains the concept of a business plan and provides students with an outline (Annexe 3.1.1) and an example. Students become familiar with the various components of a successful business plan and create checklists to verify the creation of their own business plan in Activity 2. Students learn the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and negative infinitives.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
CGE7i - respects the environment and uses resources wisely.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

REV.01 - read and demonstrate an understanding of a wide variety of texts that relate to business or the workplace.

Specific Expectations

RE1.01 - read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

RE2.02 - identify and explain vocabulary related to the business world.

Prior Knowledge & Skills

- Knowledge of what constitutes a successful business from Unit 2

Planning Notes

- The teacher must find an example of a business plan in French to provide to students, local business community.
- The teacher should endeavour to provide an example of a business plan that is relevant to their particular community.
- Provide access to the Internet to search for sample business plans, or a list of contact names in the business community.
- The checklist provided in Annexe 3.3.2a is an example of a checklist for one component of a business plan.
- This checklist and the ones created by students are to be used by each group as they develop their own business plan in Activity 3.2 and provide feedback to other groups in Activity 3.4.
- Annexe 3.3.2b is a blank template for use by students when creating further checklists.
- Cross-curricular connections include Business Studies and Guidance and Career Education.

Teaching/Learning Strategies

1. The teacher presents an example of a successful business plan while students read, listen, take notes, and ask questions for clarification.
2. Students, with the help of the teacher, analyse the business plan and break it down into its components.
3. The teacher provides a business plan outline (Annexe 3.1.1) and students compare their findings to it.
4. The teacher introduces the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and negative infinitives and students complete grammar exercises.
5. The teacher explains and gives an example of a verification checklist created for one component of a business plan (Annexe 3.3.2a) and students read, listen, take notes, and ask questions for clarification.
6. With the help of the teacher, students create the necessary checklists (Annexe 3.3.2b) for the remainder of the components to be used in verifying their own business plan in Activity 3.2.

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/student	Checklist	In class discussion, oral presentation	Knowledge/Understanding
Formative	Teacher/student	Checklist	Oral presentation	Knowledge/Understanding Thinking/Inquiry
Formative	Teacher	Checklist	Comparison of findings to outline (Annexe 3.1.1)	Thinking/Inquiry Knowledge/Understanding
Formative	Teacher	Checklist	Oral presentation (Annexe 3.3.2a)	Knowledge/Understanding Communication
Summative	Teacher	Checklist	Group production of checklists (Annexe 3.3.2b)	Application Communication

Resources

Sample business plans - <http://www.bplans.com/sp/index.cfm?a=bc#>

Appendices

Annexe – 3.1.1

Annexe – 3.1.2a

Annexe – 3.1.2b

Activity 3.2: L'entreprise imaginaire

Time: 12 hours

Description

Students work in groups to brainstorm ideas for a business that they believe could be viable in their community, based on the issues discussed in Unit 2. Once they have chosen a particular business, students develop a business plan using the example and the checklists developed in Activity 3.1. The business plan is to be presented orally in Activity 3.3. Students learn possessive pronouns, e.g., *le mien*, *la tienne*, *le vôtre*, *les nôtres*.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

CGE 5f - exercises Christian leadership in the achievement of individual and group goals;

CGE7i - respects the environment and uses resources wisely;

CGE 7j - contributes to the common good.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - express and justify ideas and opinions in self-directed conversations and discussions on a variety of business-related issues;

WRV.01 - express and support their ideas and opinions in writing;

WRV.02 - create a variety of texts, selecting the appropriate form and language to suit the purpose and the audience;

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

Specific Expectations

OC2.03 - contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);

OC3.02 - use newly acquired vocabulary in conversation;

RE1.01 - read and summarize a variety of current materials (e.g., newspapers, magazines, brochures, guides);

RE1.02 - gather, organize, and interpret information as part of a written assignment (e.g., development of a business plan);

RE2.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR1.01 - write in a variety of forms (e.g., résumés, covering letters, a business plan, a job profile);

WR2.01 - recognize and apply appropriate language structures (see language structures for Core French, Grade 12, p. 25);

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

WR2.03 - incorporate newly acquired vocabulary into their written work;

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

Prior Knowledge & Skills

- Knowledge of possessive adjectives, e.g., *mon, ma, mes, ton, ta, tes*, etc.
- Notes from previous units and activities

Planning Notes

- Care should be taken when grouping students as they will be working together throughout the remainder of the unit.
- Provide access to the Internet.
- Provide copies of checklists developed in Activity 3.1.
- An attempt should be made to provide demographic, statistical, and promotional materials pertaining to the community, e.g., brochures, websites, contact numbers, guest speakers, etc.

Teaching/Learning Strategies

1. The teacher reviews the use of possessive adjectives (e.g., *mon, ma, mes, ton, ta, tes*, etc.) and introduces the use of possessive pronouns, e.g., *le mien, la tienne, le vôtre, les nôtres*, etc., and students complete grammar exercises.
2. The teacher distributes and explains the presentation evaluation rubric designed by the teacher and students ask questions for clarification.
3. The teacher monitors, corrects, and advises students as they formulate, organize, and write a business plan for the business they have chosen using Annexe 3.3.1 – Business Plan Outline.
4. The teacher monitors, corrects, and advises students as they use the checklists developed in Activity 3.1 to verify the completeness and correctness of their business plan (Annexe 3.3.2b).

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/student	Checklist	Writing the business plan	Thinking/Inquiry Communication Application
Formative	Student	Checklists	Verification of business plan	Thinking/Inquiry Application

Resources

Statistical information – www.statcan.ca

Dupont, Elaine et H. Gaulin. *Se lancer en affaires: Les étapes pour bien structurer un projet d'entreprise*. Sainte-Foy: Les publications du Québec, 1994.

Sperandio, Éric Pier. *Comment créer son emploi*. Outremont: les éditions Québecor, 1998.

Ministère de l'industrie et du commerce de l'Ontario. *Fondation d'une petite entreprise en Ontario*. 1983.

Activity 3.3: La présentation du plan

Time: 5 hours

Description

In their groups, students make their final preparations to present the business plan developed in Activity 3.2, reviewing the evaluation criteria outlined in Annexe 3.3.3. Students determine how they intend to deliver the presentation, e.g., using brochures, posters, photos, demonstrations, computer-generated slide presentations, etc., in order to elicit audience approval (Chamber of Commerce members, bankers). Students rehearse their presentation and present it as a culminating task.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

CGE 5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

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

OC2.04 - give a researched presentation on a business topic (e.g., an analysis of the coverage of a business news story, a review of careers where knowledge of French is an asset);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

OC3.02 - use newly acquired vocabulary in conversation.

Prior Knowledge & Skills

- Notes from previous units and activities

Planning Notes

- The teacher needs to be aware that Activities 3.3 and 3.4 occur simultaneously as the audience needs to react and provide immediate feedback for each presentation as it takes place.
- If possible, the teacher should try to provide alternate areas for rehearsal of presentations so that each presentation is new to the audience.
- Provide copies of appropriate checklists to be used by the audience in critiquing and evaluating each presentation.
- Provide for photocopying of student handouts.
- The teacher provides any necessary audio-visual equipment for presentations.
- The teacher may wish to alter the physical configuration of the classroom in order to create a more professional atmosphere.
- The teacher should encourage students to dress professionally during presentations.
- The teacher may wish to invite members of the community involved in business, e.g., entrepreneurs, bankers, etc.

Teaching/Learning Strategies

1. The teacher monitors, corrects, and advises students during the final preparation and rehearsal process.
2. The teacher uses a rubric (Annexe 3.3.3) to evaluate each business plan presentation as each group of students presents.
3. As each group of students presents its business plan, the remainder of students in the audience use the checklists developed in Activity 3.1 to prepare a response to each presentation (Activity 3.4).

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Summative	Teacher	Rubric	Presentation of business plan	Communication Application
Formative	Student	Checklists	Verification of business plan	Thinking/Inquiry

Resources

Checklists from Activity 3.1.

Activity 4: Un succès, oui ou non?

Time: 5 hours

Description

As students present their business plan in Activity 3.3, the remaining students in the class, using the checklists from Activity 3.1 (Annexe 3.3.2b), orally critique each presentation. Students may take this opportunity to ask questions for clarification. This oral critique includes the strengths, weaknesses, and suggestions for improvement for each presentation. After each presentation, the audience (Chamber of Commerce, bankers) reaches a consensus as to the viability of each business plan.

Strand(s) & Learning Expectations

Ontario Catholic Secondary Graduate Expectations

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - express and justify ideas and opinions in self-directed conversations and discussions on a variety of business-related issues;

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

Specific Expectations

OC1.03 - ask questions and make comments to clarify, evaluate, and provide feedback on classmates' presentations;

OC2.01 - use critical-thinking skills in responding to classmates' presentations (e.g., analyse the information, elaborate on the ideas presented);

OC2.03 - contribute ideas in class or small-group discussions (e.g., suggest a different point of view, critique an argument, relate the topic to a similar issue in another context);

OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25);

OC3.02 - use newly acquired vocabulary in conversation.

Prior Knowledge & Skills

- Notes from previous activities in this unit

Planning Notes

- The teacher needs to be aware that Activities 3.3 and 3.4 occur simultaneously as the audience needs to react and provide immediate oral feedback for each presentation as it takes place.
- The teacher should encourage students to be sensitive to the feelings of others in providing constructive criticism to their peers.
- As the presenters are encouraged to act as business professionals, the same behaviour expectations apply to the audience.

Teaching/Learning Strategies

1. The teacher monitors students as students orally critique each presentation and determine the viability of each business plan.

Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher	Checklist	Presentation	Thinking/Inquiry Communication

Resources

Notes and checklists from previous activities in this unit

Annexe 3.1.1

Business Plan Outline

Squelette du plan d'entreprise - basé sur les 5 P (Produit, Prix, Place, Promotion, Personnel)

1. Le produit

- Description du produit ou du service.
 - les avantages et les désavantages
 - l'unicité par rapport aux produits/services concurrents
 - les matériaux crus
 - la disponibilité des matériaux crus
 - la fabrication (méthode précise, fournisseurs)
 - l'accessibilité (transport et livraison, vente)
 - la garantie

2. Le prix

- Détermination du prix
 - le prix des produits/services similaires
 - les frais de production
 - la calculation du prix qui récupe vos frais et fournit un profit convenable
 - l'exigence d'un prix plus haut ou plus bas des concurrents
 - l'accordation des prix de soldes sur la quantité (ex. achetez trois, le quatrième est gratuit)
 - la politique du paiement

3. La place d'affaires

- Enquête pour un emplacement
 - le genre d'emplacement
 - le nombre d'emplacements
 - l'accessibilité
 - l'évaluation des avantages et des inconvénients du local
 - les exigences de l'environnement
 - la disponibilité de main d'oeuvre
 - les frais de location
 - la convenance et la stratégie de la location par rapport au secteur environnant

... suite

Annexe 3.1.1 ...Suite

4. La promotion

- Exploitation du marché
 - l'identification de votre clientèle
 - les besoins de vos clients
 - la liste de vos concurrents et leur part de marché
 - les objectifs de votre promotion
 - l'identification de votre public cible (la démographie)
 - le plan de communication (la création de logo et de cartes d'affaires)
 - les formes de communication (p.e.x. les appels au téléphone, les brochures, les posters, les annonces publicitaires à la télévision et à la radio, etc.)
 - le montant d'argent à investir dans la promotion

5. Le personnel

- Détermination de la main d'oeuvre
 - la structure du personnel (un schéma pyramide de l'organisation)
 - le nombre d'employés nécessaires
 - les tâches reliées à chaque poste
 - la nature précise du travail
 - les conditions du travail
 - les salaires
 - les qualités nécessaires pour engagé un candidat
 - les méthodes de recrutement (curriculum vitae)
 - l'entrevue

Annexe 3.1.2a

Verification checklist for one component of a business plan

Cochez la case si c'est fait.

Liste de contrôle pour la section "Le personnel"

	Mon groupe	Groupe 1	Groupe 2	Groupe 3	Groupe 4
Avez-vous déterminé la structure du personnel?					
Avez-vous créé un schéma pyramide de l'organisation?					
Avez-vous déterminé le nombre d'employés nécessaires?					
Avez-vous déterminé les tâches reliées à chaque poste?					
Avez-vous déterminé la nature précise du travail?					
Avez-vous déterminé les conditions du travail?					
Avez-vous déterminé les salaires?					
Avez-vous déterminé les qualités nécessaires pour un candidat engagé?					
Avez-vous déterminé les méthodes de recrutement?					
Avez-vous choisi une poste pour lequel vous seriez prêt à conduire une entrevue (en préparation pour L'Unité 4)?					

Questions à poser:

Les forces:

Les lacunes:

Les suggestions pour l'amélioration:

