

*Public and Catholic District School Board Writing Partnerships*

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

# Course Profile

## Core French

Grade 12  
University Preparation  
FSF4U

• *for teachers by teachers*

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

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Course Profiles are professional development materials designed to help teachers implement the new Grade 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.

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

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### **Acknowledgments**

Public and Catholic District School Board Writing Teams – Core French

#### Lead Boards

Ottawa-Carleton Catholic District School Board  
Near North District School Board

#### Project Managers

Daniel Dionne, Ottawa-Carleton Catholic District School Board  
Bob Stilson, Near North District School Board

#### Lead Writers

Lynne Langille, Ottawa-Carleton Catholic District School Board  
Bob Stilson, Near North District School Board

#### Writers

Rhonda Ruddy, Near North District School Board  
Kathy Sinclair, Ottawa-Carleton Catholic District School Board  
Leisa Villeneuve, Catholic District School Board of Eastern Ontario  
Francine Weigeldt, Near North District School Board

#### Reviewers

René Chiasson, University of Ottawa  
Helena Daly, Ottawa-Carleton Catholic District School Board  
Cher Harvey, Nipissing University

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## Course Overview

### Core French, FSF4U, 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:** Core French, Grade 11, University Preparation

### Course Description

This course draws on a variety of themes to promote extensive development of French-language skills. Students consolidate their oral skills as they discuss literature, culture, and current issues. They read a variety of texts and write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French are emphasized throughout the course (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000*, p. 17).

### 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 students' understanding of self and society. This study promotes individual growth, responsible citizenship and respect for the Catholic teachings of peace, justice, solidarity, and compassion.

### Course Notes

When planning and implementing this course, the teacher should take into consideration activities and approaches that are designed to equip students with the knowledge and skills they need to meet entrance requirements for university programs. Activities and strategies used throughout the units of this course are designed to enable students to meet the Ministry standards and expectations for FSF4U. Care has been taken to cluster the expectations to foster meaningful and relevant learning. The mastery of these expectations is demonstrated by students' successful completion of the culminating tasks. 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	Piquez l'appétit	25 hours
Unit 2	Bien assaisonné	25 hours
* Unit 3	Point d'ébullition	25 hours
Unit 4	Laissez mijoter	25 hours
Unit 5	À démouler	10 hours

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

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## Unit Overviews

### Unit 1: Piquez l'appétit

**Time:** 25 hours

#### Unit Description

Students explore an issue through various types of current media, e.g., documentaries, magazine articles, news reports, etc. Through the various activities in the three strands, students learn to summarize and analyse an issue, e.g., social, cultural, political, etc., and propose relevant solutions that include a moral and ethical framework from which issues of concern are examined. Students learn the sequence of present and past tenses with *les expressions temporelles*, and the formation and use of the *infinitif passé*. Students also learn the use of the pronoun *on* to reflect the English passive, the use of *peut-être* vs. *peut-être que*, and negative infinitives. As the culminating task, students write a dialogue presenting two sides of an issue.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, .04; REV.01, .02; OC1.01, .03; OC3.01, .02; RE2.01, .03, .04, .05; WR2.01, .05 CGE 2a	Knowledge/Understanding	Create awareness of an issue through various media
2	OCV.01, .04; REV.02; OC3.01, .02; RE2.01, .03, .04, .05 CGE 2b	Thinking/Inquiry Knowledge/Understanding Communication	Teacher-directed media analysis
3	OCV.01, .04; REV.02; OC2.05; OC3.01, .02; RE2.01, .03, .04, .05 CGE 2c, 4d	Thinking/Inquiry Communication Application	Self-directed media analysis and proposed solutions
4	OCV.04; WRV.02, .03; WR1.04; WR2.01, .02, .04, .05 CGE 1i, 2c, 3e	Application Communication Thinking/Inquiry	Culminating Task: write a dialogue presenting two sides of an issue

### Unit 2: Bien assaisonné

**Time:** 25 hours

#### Unit Description

Students think reflectively and creatively as they learn to interpret character through the reading and analysis of a play. Students collaborate to prepare and dramatize a scene. Students learn the use of possessive pronouns, the use of the *subjonctif présent* after conjunctions and expressions of emotions, wish, order, and permission, and verbs of perception and *laisser* followed by the infinitive. As the culminating task, mastery of the concept of characterization is demonstrated when students write and present a monologue.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	REV.03; RE1.01; RE2.01, .04, .05 CGE 1i, 2b	Thinking/Inquiry Knowledge/Understanding	Read and analyse a play
2	OCV.03, .04; OC2.04; OC3.01, .03 CGE 3c, 4a, 5g	Application Communication	Dramatize a scene from a play
3	RE1.01; RE2.03, .04, .05 CGE 5a, 7b	Knowledge/Understanding Thinking/Inquiry	Study concept of characterization through a play
4	OCV.03, .04; WRV.02, .03; OC3.01, .03; WR1.02; WR2.01, .02, .04, .05 CGE 2c, 4f, 5g	Application Communication	Culminating Task: write and present a monologue

### Unit 3: Point d'ébullition

**Time:** 25 hours

#### Unit Description

Students develop moral and legal decision-making skills as they research a current community-based issue and become familiar with the formal debate process in preparation for an in-class debate. Students learn the interrogative and relative pronoun *lequel*, the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and the formation and use of the *subjonctif passé* of *er*, *ir*, *re* and irregular verbs. As the culminating task, students evaluate new ideas and apply effective communicative skills to defend their position on the issue by writing an essay based on their previous research.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	REV.01, .02, .03; RE1.05; RE2.01, .03, .04, .05 CGE 1d, 5f	Knowledge/Understanding Thinking/Inquiry	Research a community-based issue
2	REV.01; OC1.02; OC3.01 CGE 1i, 3c, 7a	Knowledge/Understanding	Formal debate process
3	WRV.01, .03; RE2.03; WR1.06; WR2.01, .04, .05 CGE 1d, 5f	Thinking/Inquiry Application	Debate preparation
4	OCV.02, .03, .04; OC1.02; OC2.01, .03; OC3.01 CGE 2c, 7h	Communication Application Thinking/Inquiry	Debate
5	WRV.01, .03; WR1.01, .05, .06; WR2.01, .02, .03, .04, .05 CGE 3b, 4f, 7g	Application Communication	Culminating Task: Essay defending personal position

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## Unit 4: Laissez mijoter

**Time:** 25 hours

### Unit Description

Using works by the same author or dealing with the same theme, students listen actively and critically to teacher-directed reading activities. Having learned the concepts of writer intent and comparison and contrast, students independently read a novel (100-150 pages) and use the response process. Students study the tense sequence in past narration and *le faire causatif*. As the culminating task, students write a magazine article, a review, a song, or a poem based on the novel under study.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	REV.01, .03; RE1.02; RE2.01, .03, .04, .05 CGE 2b	Knowledge/Understanding Thinking/Inquiry	Independent reading of a novel with response process
2	OCV.04; REV.01, .03; OC3.02; RE1.03; RE2.01, .03, .04, .05 CGE 3c	Thinking/Inquiry Knowledge/Understanding Communication	Guided readings (theme, author, etc.) emphasizing writer's intent
3	OC3.02; RE1.04 CGE 2a	Knowledge/Understanding Thinking/Inquiry	Teacher-directed comparative study (preparation for Unit 5)
4	WRV.01, .02, .03; WR1.01, .03; WR2.01, .02, .04, .05 CGE 3e, 1i	Application Communication	Culminating Task: write an article (review) or poem based on the novel, expressing a point of view

## Unit 5: À démolir

**Time:** 10 hours

### Unit Description

Students apply effective communication, decision-making, problem-solving, time, resource and management skills in order to complete a final performance task. Students review the concepts of comparison and contrast and apply them to an oral presentation (minimum five minutes), discussing the form and style of various genres previously studied in the course.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OC3.01, .03 CGE 2b	Knowledge/ Understanding	Review comparison and contrast
2	REV.01, .02, .03; WRV.02, .03; RE1.05; RE2.01, .02, .03, .04, .05; WR2.05 CGE 3b, 3c	Thinking/Inquiry Knowledge/ Understanding	Research and preparation
3	OCV.03, .04; OC2.02; OC3.01, .02, .03 CGE 1i, 4a, 4f, 5g	Application Communication	Final Performance Task: oral presentation

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## 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:

The teacher:

- cooperative learning activities, e.g., jigsaw
- formal and informal presentation of notions and concepts
- brainstorming

Students:

- applying the writing process
- developing and discussing a thesis
- expressing opinions
- following instructions
- giving oral presentations on specific topics
- responding to presentations
- interviews
- extracting information from verbal cues and various media
- reading authentic texts
- researching from a variety of sources
- preparing presentation materials
- communicating with experts in a field/topic
- working individually, in pairs and in groups
- reading and writing in a variety of genres
- role playing/dramatization
- debate
- 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 four categories of knowledge and skills, integrating the three strands. Assessments, 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 assessment strategies that are appropriate to the subject in general and to the content of each unit. Learning skills, effort, participation, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

### Assessment and Evaluation - Term Work 70%

Reflecting All Four Categories of the Achievement Chart

### Final Evaluation 30%

Culminating Task(s) and/or Formal Examination

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## **Diagnostic**

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

## **Tools**

Anecdotal comments

Correction codes

Observation

Rubrics

Marking scheme

Rating scale

Checklists

## **By**

Self

Peer

Teacher

## **Accommodations**

The teacher should consult individual student IEPs for specific direction on accommodation for individuals.

Accommodation strategies include:

- Vary time allowed for work.
- Highlight or summarize major points.
- Allow point form notes instead of sentences and paragraphs.
- Substitute presentation in visual or oral format instead of written.
- Work in pairs.
- Allow student to present to teacher only.
- Provide a pre-test.
- Allow for lateral thinking.
- Provide special materials and resources, e.g., exemplars, modeling, taped texts, etc.
- Provide alternative work space.

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## Resources

Units in the 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 student use from printed publications, the teacher needs to ensure that their board has a Cancopy license and that this license 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 license 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.

## Novels (100-150 pages)

*Je t'attends à Peggy's Cove*, Brian Doyle  
*Le bossu de Notre-Dame*, Victor Hugo (abridged)  
*Le chien jaune*, Georges Simenon (abridged)  
*Le comte de Monte-Cristo*, Alexandre Dumas (abridged)  
*Le dernier des raisins*  
*Le hot-dog sous le soleil*  
*Y a-t-il un raisin dans cet avion?*  
*Le fantôme de l'opéra*, Victor Hugo (abridged)  
*Le petit prince*, Antoine de Saint-Exupéry  
*Les visiteurs du soir*, Robert Soulières  
*Les Misérables*, Victor Hugo  
*Maria Chapdelaine*, Louis Hémon  
*Un sac de billes*, Joseph Joffo  
*Babyfoot*, Joseph Joffo  
*Jasmine*, Jan Truss  
*Terreur au bivouac*, Eric Wilson  
*Kuanuten (Vent d'est)*, Yves Thériault  
*L'homme qui plantait des arbres*, Jean Giono  
*Un homme et son péché*, Claude-Henri Grignon

## Plays

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

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## Texts

- Baron, Jean. *La boîte à outils : Manuel de travaux pratiques et de laboratoire*. Toronto: Pearson Education, 1990.
- Blais, Réjean et Jean-Paul Simard. *Cahier pratique de grammaire, d'orthographe et de composition*. Montréal : Guérin.
- Boucher, Martial. *Au Coeur de la vie*. Montréal : Lidec, 1994.
- Canfield, Jack et al. *Bouillon de poulet pour l'âme des Chrétiens*. Montréal : Éditions Sciences et Culture, 1999.
- Cardanel, Guylaine. *Le français langue seconde par thèmes*. Montréal : Gaetan Morin, 1995
- Case, W. Brian et al. *Destinations : Nouveaux horizons*. Toronto: Pearson Education, 1996.
- Cassista, Claude et al. *Littérature québécoise : Des origines à nos jours*. Montréal : Hurtubise, 1996.
- Collet, Paulette and Frank Milani. *Objectifs*. Toronto: Pearson Education, 1988.
- Connolly, Anne-Marie. *Libre expression*. Montréal : Guérin, 1992.
- Connolly, Anne-Marie. *Messages et discours*. Montréal : Guérin, 1992.
- David, Michel. *Français Plus : Première année du secondaire*. Montréal : Guérin, 1994.
- David, Michel. *Français Plus : Deuxième année du secondaire*. Montréal : Guérin, 1993.
- David, Michel. *Français Plus : Troisième année du secondaire*. Montréal : Guérin, 1993.
- David, Michel. *Grammaire Française*. Montréal : Guérin, 1999.
- David, Michel. *Paroles vivantes*. Montréal : Guérin, 1992.
- Favrod, Alain. *Mise en pratique : Manuel de grammaire et d'expression écrite*. Don Mills: Addison-Wesley Publishers, 1989.
- Jean, Gladys. *Avec Brio : Guide pratique de communication*. Toronto: Pearson Education, 1996.
- Kenney, Morgan, ed. *Découvertes : Anthologie*. Toronto: D.C. Heath, 1983.
- Kenney, Morgan, ed. *Rencontres : Anthologie*. Toronto: D.C. Heath, 1983.
- Piché, Claire et al. *Destinations 5*. Toronto: Pearson Education, 1994.
- Pouliot, Muriel. *Textes et contextes 5 : Points de vue*. Laval : Mondia, 1986.
- Questions & débats : Enseignement moral et religieux catholique 5e secondaire, Office de catéchèse du Québec*. Anjou : CEC, 1995.
- Rousselle, James, ed. *Lire et écrire autrement*. Anjou : CEC, 1999.
- Sheppard, Barbara E. *Parlons grammaire : Quatrième édition*. Montréal : Harcourt Canada, 1998.
- St.-Ours, Normand. *L'essentiel grammatical*. Montréal : Guérin, 1993.
- Thérien, Michel. *Detrompez-vous, Cahier B*. Gaetan Morin, 1989.
- Trépanier, André. *Les médias : Activités d'intégration*. Toronto: CLF-OSSTF.
- Ullman, Rebecca. *Tous ensemble : En plein vol*. Toronto: D.C. Heath, 1994.
- Ullman, Rebecca. *Tous ensemble : Connaître-c'est savoir*. Toronto: D.C. Heath, 1996.

## Newspapers and Magazines

- L'Express de Toronto*. Toronto.
- L'Actualité*. Montréal.
- Télé 7 jours*. Montréal.
- Le Droit*
- La Devoir*

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## Vidéos

*Les Misérables*

*Bonheur d'occasion*

*Villa El Salvador, Pérou-pauvreté urbaine*

*Moi, Jamais de la vie*

## 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/Français/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>

Debating Society – [www.osdu.on.ca](http://www.osdu.on.ca)

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](http://www.celog.fr.silex/tome1/chap_3-1.htm#ss3.1.b)

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

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

Le Droit – [http://www.ledroit.com/encours/01\\_actualites/accueil\\_\\_self.stm](http://www.ledroit.com/encours/01_actualites/accueil__self.stm)

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

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

Ressources en direct sur le patrimoine canadien

– [http://www.cmcc.muse.digital.ca/membris/biblio/orch/www07c\\_f.html](http://www.cmcc.muse.digital.ca/membris/biblio/orch/www07c_f.html)

The World Bank Group – <http://www.worldbank.org/poverty/wdrpoverty/report/Sroverv.pdf>

Yahoo in French – <http://cf.yahoo.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 a French-speaking environment or in a placement where French could be useful.

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## Coded Expectations, Core French, Grade 12, University Preparation, FSF4U

### Oral Communication

#### Overall Expectations

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

#### Specific Expectations

##### Listening

- OC1.01 – summarize the content of a variety of media works (e.g., full-length films, recorded debates, songs, television and radio programs);
- OC1.02 – demonstrate an understanding of oral presentations by classmates and other speakers (e.g., by relating the content to other contexts, discussing alternative viewpoints, predicting future trends);
- OC1.03 – listen to and demonstrate an understanding of text spoken in a variety of French accents (by restating the main idea, identifying specific information, agreeing or disagreeing with the author’s point of view).

##### Speaking

- OC2.01 – express, support, and explain their viewpoints in formal debates related to topics under study;
- OC2.02 – give a researched presentation (minimum 5 minutes in length) supported by point-form notes and visual materials, and answer questions posed by classmates;
- OC2.03 – use critical-thinking skills in responding to classmates’ presentations (e.g., analyse the information, develop a counter-argument);
- OC2.04 – dramatize a scene from a play to demonstrate an understanding of its plot and characterization;
- OC2.05 – analyse an issue under discussion and recommend possible solutions.

##### 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;
- OC3.03 – use stylistic devices (e.g., juxtaposition, similes, metaphors, hyperbole) to add interest to their spoken French.

### Reading

#### Overall Expectations

- REV.01 · read and demonstrate an understanding of a range of literary and informational texts;
- REV.02 · apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgements about the issues raised);
- REV.03 · identify and understand language conventions used in their reading materials.

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## Specific Expectations

### Comprehension and Response to Text

**RE1.01** – demonstrate an understanding of articles, short stories, poems, song lyrics, novels, and plays (a minimum of 300 pages in total) studied in class (e.g., by summarizing content, interpreting meaning, analysing information or opinions presented);

**RE1.02** – read independently a novel or a play (100–150 pages) and respond by answering questions, summarizing the plot, discussing the main ideas and supporting details, and relating the issues raised to a new context;

**RE1.03** – identify the writer’s intent or point of view in songs, poems, short stories, novels, plays;

**RE1.04** – compare ideas in two or more texts (e.g., written by the same author or dealing with the same subject or theme);

**RE1.05** – apply specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) in preparing an assignment.

### Application of Language Conventions

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

**RE2.02** – compare and contrast the form and style of various genres (e.g., essays, short stories, newspaper articles, plays, poems, song lyrics);

**RE2.03** – use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;

**RE2.04** – recognize language conventions used in formal and informal language;

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

## Writing

### Overall Expectations

**WRV.01** · express their ideas and opinions logically and coherently in written texts;

**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 a review of a text, movie, or play as an independent study, including a summary of the plot and their personal reactions and recommendations;

**WR1.02** – write and present a monologue to analyse and interpret the role and reactions of a character from a text studied in class;

**WR1.03** – write an article or a poem expressing their point of view on a topic;

**WR1.04** – write a dialogue to present two sides of an issue (e.g., reactions to an event of national or international interest);

**WR1.05** – write a research paper (a minimum of 1000 words) stating and defending their position on an issue;

**WR1.06** – revise their writing to ensure that ideas and opinions are clearly presented.

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### **Application of Language Conventions**

**WR2.01** – recognize and use 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 conventions of style;

**WR2.03** – apply conventions that relate to research essays (e.g., table of contents; use of quotations, footnotes, and bibliography);

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

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

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

### A Discerning Believer Formed in the Catholic Faith Community who

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

### An Effective Communicator who

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

### A Reflective and Creative Thinker who

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

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**A Self-Directed, Responsible, Life Long Learner** who

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

**A Collaborative Contributor** who

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

**A Caring Family Member** who

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

**A Responsible Citizen** who

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

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## Unit 1: Piquez l'appétit

**Time:** 25 hours

### Unit Description

Students explore an issue through various types of current media, e.g., documentaries, magazine articles, news reports, etc. Through the various activities in the three strands, students learn to summarize and analyse an issue, e.g., social, cultural, political, etc., and propose relevant solutions that includes a moral and ethical framework from which issues of concern are examined. Students learn the sequence of present and past tenses with *les expressions temporelles*, and the formation and use of the *infinitif passé*. Students also learn the use of the pronoun *on* to reflect the English passive, the use of *peut-être* vs. *peut-être que*, and negative infinitives. As the culminating task, students write a dialogue presenting two sides of an issue.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Au Menu!	7 hours	OCV.01, .04; Rev.01, .02; OC1.01, .03; OC3.01, .02; RE2.01, .03, .04, .05 CGE 2a	Knowledge/Understanding	Create awareness of an issue through various media
1.2 Voici la recette	6 hours	OCV.01, .04; REV.02; OC3.01, .02; RE2.01, .03, .04, .05 CGE 2b	Thinking/Inquiry Knowledge/Understanding	Teacher-directed media analysis
1.3 Rassemblons nos ingrédients	7 hours	OCV.01, .04; REV.02; OC2.05; OC3.01, .02; RE2.01, .03, .04, .05 CGE 2c, 4d	Thinking/Inquiry Communication Application	Self-directed media analysis and proposed solutions
1.4 Au four!	5 hours	OCV.04; WRV.02, .03; WR1.04; WR2.01, .02, .04, .05 CGE 1i, 2c, 3e	Application Communication Thinking/Inquiry	Culminating Task: write a dialogue presenting two sides of an issue

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## Activity 1.1: Au Menu!

**Time:** 7 hours

### Description

Students investigate the vocabulary needed to explore the theme of poverty. As an introduction, students brainstorm collectively, find statistics and view a documentary film to gather a list of vocabulary stemming from the various aspects of poverty (urban, national, international). The knowledge related activities are used to assess student familiarity with the topic. Using an example of film clips and accompanying written script, songs, poetry, prayer, etc., students develop and expand their knowledge and understanding of newly acquired words, phrases, and grammatical structures. Students create and present a collage depicting their awareness of poverty.

**Note to Teachers:** Teachers must be sensitive to the circumstances of students in their class and may wish to choose another theme.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

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

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

#### Overall Expectations

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

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

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

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgments about the issues raised).

#### Specific Expectations

OC1.01 - summarize the content of a variety of media works (e.g., full-length films, recorded debates, songs, television and radio programs);

OC1.03 - listen to and demonstrate an understanding of text spoken in a variety of French accents (by restating the main idea, identifying specific information, agreeing or disagreeing with the author's point of view);

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;

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

RE2.03 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expression;

RE2.04 - recognize language conventions used in formal and informal language;

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

#### Prior Knowledge & Skills

- Formation and use of *indicatif*, *infinitif* and *participe*
- Use of present tense of major verb groups in conversation
- Formation and use of *passé composé* of major verb types (er, ir) in conversation

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## Planning Notes

- Research vocabulary in order to provide the necessary terminology for brainstorming.
- Gather and prepare media and literary resources.
- Provide Internet access.
- Make dictionaries available to students.

## Teaching/Learning Strategies

1. The teacher initiates the discussion of poverty using three major headings:  
*La pauvreté urbaine, nationale, internationale*  
*Les écarts & inégalités socio-économiques et culturels*  
*L'appauvrissement*  
and students participate actively in the brainstorming activity.
2. The teacher presents an initial vocabulary list (Annexe 1.1a) and students read and understand the content of the prepared vocabulary list.
3. The teacher presents a documentary film providing statistics and realities of poverty (suggestion: *villa El Salvador, Pérou-pauvreté urbaine, moi, jamais de la vie*) while students listen actively to the documentary film noting pertinent information on poverty.
4. The teacher gives students the opportunity to extract the new terminology (to be added to Annexe 1.1a) and students record the new terminology to Annexe 1.1a.
5. The teacher provides Internet access to research other statistics and realities of poverty and students research other statistics and realities of poverty on Internet.
6. The teacher prepares an overhead to record the statistics presented in the documentary and Internet research and students participate in the recording of their findings.
7. The teacher presents the sequence of present and past tenses with *expressions temporelles*, e.g., *depuis, ça fait, il y a*, e.g., *ils habitent ce pays depuis...*(suggestion : *Connaître c'est savoir* p.15, 18, *Parlons Grammaire* p.134), while students listen to the teacher instructions.
8. The teacher explains the written assignment to be completed on present and past tenses with *expressions temporelles* (write sentences using new structures and vocabulary) and students complete the written assignment.
9. The teacher provides film clips and accompanying scripts, the lyrics and music of a song, a story, a prayer or a poem to extract the emotions and feelings related to poverty (suggestion: *Les Misérables, Bonheur d'occasion*) while students view, listen, read, to extract the emotions, feelings related to poverty. If another theme has been chosen, substitute film clips, etc. that relate to that theme.
10. The teacher conducts a discussion concerning the message, emotions, and feelings of the author/composer and students participate actively in the discussion concerning the message transmitted by the author/composer.
11. The teacher presents the formation and use of the *infinitif passé*, e.g., *après avoir lu le poème* (suggestion: *détrompez-vous*, cahier b. p.131, while students listen to the teacher instruction and complete written work.
12. The teacher provides time for students to create a collage/montage to represent their awareness of poverty (checklist: Annexe 1.1b) and they create a collage using vocabulary, phrases, grammatical structures, images, and messages on poverty.
13. The teacher evaluates the knowledge and understanding of student's awareness of poverty and usage of acquired words, phrases, and grammatical structures (rubric : Annexe 1.1c) and students present orally the collage explaining their interpretation of the various aspects of poverty.

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## Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Diagnostic	Knowledge/Understanding	Brainstorming Small and large group discussions	Observation	Teacher
Formative	Knowledge/Understanding	Discussion and question/answer	Observation	Teacher
Formative	Knowledge/Understanding	Creation of product Oral presentation	Checklist Rubric	Student Teacher

### Accommodations

- Give extra preparation time.
- Use pairing where a student needs support.
- Allow regular conferencing.
- Permit use of notes when presenting orally.

### Resources

#### French/English dictionaries

Thérien, Michel. *Détrompez-vous, Cahier B*. Gaetan Morin, 1989.

Ullman, Rebecca. *Tous ensemble : Connaître-c'est savoir*. Toronto: D.C. Heath, 1996.

Sheppard, Barbara E. *Parlons Grammaire : Quatrième édition*. Montréal : Harcourt Canada, 1998.

#### Films

*Les misérables*

*Bonheur d'occasion*

*El Salvador, Pérou-pauvreté urbaine*

*Moi, jamais de la vie*

#### Excerpts

*Les misérables*

*Bonheur d'occasion*

#### Appendices

Annexe 1.1a – Vocabulaire

Annexe 1.1b – Vérification

Annexe 1.1c – Grille d'évaluation

## Activity 1.2: Voici la recette!

**Time:** 6 hours

### Description

This activity enables students to learn the process of media analysis. With teacher assistance, students read, summarize, and analyse a newspaper or magazine article pertaining to poverty. They also revisit the information from the documentary in Activity 1 and listen to or view a news broadcast. They learn the use of the pronoun *on* to reflect the English passive. Finally, in a small group setting, students present to their peers their solutions for combating poverty.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

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

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**Strand(s):** Oral Communication, Reading

**Overall Expectations**

- OCV.01 - respond in a variety of ways to a wide range of media works;
- OCV.04 - use appropriate language conventions during oral communication;
- REV.02 - apply critical thinking as they read.

**Specific Expectations**

- OC3.01 - recognize and use appropriate language structures;
- OC3.02 - use newly acquired vocabulary in conversation;
- RE2.01 - recognize and use appropriate language structures;
- RE2.03 - use reading strategies;
- RE2.04 - recognize language conventions used in formal and informal language;
- RE2.05 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

**Prior Knowledge & Skill**

- Present tense of major verb groups
- Expressions of opinion
- Expressions of feeling and emotion
- Oral communication skills

**Planning Notes**

- Photocopy Annexes 1.2a, 1.2b, 1.2c, 1.2d, 1.2e.
- Videotape or audiotape a news broadcast.
- Make dictionaries available for students.
- Consider a variety of ways of grouping students.

**Teaching/Learning Strategies**

1. The teacher prepares students for a media analysis by introducing the topic and by asking students to reflect on Activity 1 and the role the media plays in their lives and students share their thoughts.
2. The teacher provides a copy of the *Lexique* (Annexe 1.2a) and goes over terminology that is used throughout the activity and students read and ask questions as needed.
3. The teacher provides students with a copy of a story about poverty and students read the story individually or the story is read aloud in class.
4. The teacher tells students that the words in Annexe 1.2b that are in bold are translated on page two and students read with assistance from the translated words on second page.
5. The teacher provides students with a copy of *Analyse des médias* (Annexe 1.2c) while students follow along asking for clarification as needed.
6. The teacher requires students to complete Section 1 and 2 of Annexe 1.2c based on the reading of Annexe 1.2b and students complete the assignment.
7. The teacher circulates and assists students with individual tasks while students complete the assignment.
8. The teacher verifies responses of Sections 1 and 2 with students as students share their answers and correct their work.
9. The teacher presents a lesson on the use of the pronoun *on* to reflect the English passive and students take notes on the pronoun *on* and ask questions as needed.
10. The teacher asks students to find the *pronom on* in the article (Annexe 1.2b) and identify its function and students complete the assignment.
11. The teacher asks students to read and complete the worksheet *Le pronom on* (Annexe 1.2d) and students complete and correct the assignment.

12. The teacher reads through and explains Section 4 of *Analyse des médias* (Annexe 1.2c)
  - *Documentaire* section is based on the documentary seen in Activity 1;
  - *Média écrit* section is based on the newspaper article read earlier;
  - *Bulletin de nouvelles* section is based on a television or radio news report that the teacher has provided;
  - as students listen and take notes as needed.
13. The teacher plays the television or radio news report as many times as needed as students listen/watch news broadcast and note important information.
14. The teacher asks students to complete Section 3 of the media analysis (Annexe 1.2c) using
  - their notes on the documentary from Activity 1;
  - *L'histoire de Basrabai* (Annexe 1.2b);
  - the video/audio news broadcast played earlier;
  - and students complete Section 3 of the media analysis.
15. The teacher circulates and assists students as students complete the task
16. The teacher corrects Section 3 with students' participation.
17. The teacher explains the task for Sections 4 and 5 of *Analyse des médias* (Annexe 1.2c) and students complete both sections.
18. The teacher asks students to prepare a short presentation on their solutions for combating poverty and students present to their peers.  
The presentation includes:
  - a one sentence introduction;
  - three solutions with an explanation how to implement each solution;
  - a concluding sentence.
19. The teacher hands out copies of *Grille d'évaluation des pairs* (Annexe 1.2e) and students evaluate each presentation.
20. The teacher reassembles the class and students discuss and share solutions.
21. The teacher collects all rubrics *Grille d'évaluation des pairs*.

### Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge/Understanding Communication Thinking/Inquiry	Discussion Question/answer	Observation	Teacher/ Student
Formative	Knowledge/Understanding	Grammar exercise Paper-and-pencil	Grammar Sheet	Teacher/ Student
Formative	Knowledge/Understanding Communication Thinking/Inquiry	Oral presentation	Peer-Evaluation Rubric	Student/ Student

### Resources

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

Favrod, Alain. *Mise en pratique : Manuel de grammaire et d'expression écrite*. Don Mills: Addison-Wesley Publishers, 1989.

Réseau éducation-médias – [www.mediaawareness.ca/fre/prof/activite/minorite/actuali/debut.htm](http://www.mediaawareness.ca/fre/prof/activite/minorite/actuali/debut.htm)

The World Bank Group – <http://www.worldbank.org/poverty/wdrpoverty/report/Froverv.pdf>

French/English Dictionaries

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## Appendices

Annexe 1.2a – Lexique

Annexe 1.2b – L’histoire de Basrabai

Annexe 1.2c – Feuilles de travail – Analyse de média

Annexe 1.2d – Structures langagières – Le pronom on

Annexe 1.2e – Grille d’évaluation d’un(e) pair(e)

## Activity 1.3: Rassemblons nos ingrédients

**Time:** 7 hours

### Description

Having learned the media analysis process, students apply it as they examine a current issue of their choice. They compare how the issue is presented through various types of media and also compare different points of view. Students follow the format provided in the previous activity and present orally their personal response to the issue in a responsible and respectful manner. To facilitate this task, students learn to distinguish between the use of *peut-être* and *peut-être que*. This media analysis activity provides the basis for the culminating task of the unit.

### Strand(s) & Learning Expectations

#### Ontario Catholic School Graduate Expectations

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

CGE 4d - responds to, manages, and constructively influences change in a discerning manner.

**Strand(s):** Oral Communication, Reading

#### Overall Expectations

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

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

REV.02 - apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, make and support judgments about the issues raised).

#### Specific Expectations

OC2.05 - analyse an issue under discussion and recommend possible solutions;

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;

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

RE2.03 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;

RE2.04 - recognize language conventions used in formal and informal language;

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

### Prior Knowledge & Skills

- Media analysis process introduced in the previous activity
- Language structures already presented in the unit
- Formation and use of *indicatif présent*, *passé-composé*, *imparfait*, and *futur simple*
- Oral communication skills

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## Planning Notes

- Photocopy media analysis worksheet (Annexe 1.2c) to be used for this activity.
- Photocopy instructions for the media analysis activity (Annexe 1.3a); grammar sheet on *Peut-être* vs. *Peut-être que* (Annexe 1-3b); self-assessment checklist (Annexe 1.3c) and rubric (Annexe 1.3d).
- Make dictionaries available to students.
- Book library periods and/or computer labs to ensure access to Internet and media/print resources.

## Teaching/Learning Strategies

1. The teacher pairs students or asks students to pair up and students prepare for the activity.
2. The teacher provides copies of the instructions for the activity (Annexe 1.3a) and explains the instructions and students use three media sources and examine two points of view as explained on the instruction sheet.
3. The teacher provides copies of the self-assessment checklist (Annexe 1.3c) and students complete the checklist and submit the work.
4. The teacher provides copies of the rubric to be used for the oral presentation (Annexe 1.3d) and reviews the criteria. Precisions may be given for some of the criteria in order to evaluate students' application of newly acquired grammatical structures. Alternatively, the teacher asks students to apply two or three of the newly-acquired grammatical structures as part of the evaluation of this activity.
5. The teacher provides sufficient time for students to complete research and media analysis
6. The teacher approves topics selected by students.
7. The teacher introduces the distinction between *peut-être* and *peut-être que* (Annexe 1.3b) and students complete the worksheet.
8. The teacher circulates and assists as students complete the task.
9. The teacher verifies self-assessment checklists and bibliographies submitted by students.
10. The teacher asks the rest of the class to listen intently to presentations and encourages students to ask questions at the end of the presentations.
11. The teacher evaluates oral presentations using the rubric (Annexe 1.3d).

## Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Formative	Knowledge/Understanding Thinking/Inquiry Application	Written media analysis	Annexe 1.3c (self-evaluation checklist)	Student/Teacher
Formative	Knowledge/Understanding Communication Thinking/Inquiry Application	Oral presentation of personal response (from media analysis)	Annexe 1.3d (rubric)	Teacher/Student

## Resources

Students' notes from Activity 2

Blais, Réjean et Jean-Paul Simard. *Cahier pratique de grammaire, d'orthographe et de composition*. Montréal : Guérin.

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

Favrod, Alain M. *Mise en pratique : Manuel de grammaire et d'expression écrite*. Don Mills: Addison-Wesley Publishers Limited, 1989.

French-English and/or French dictionaries

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

Multimedia resources: television, Internet, newspapers, periodicals, magazines, etc. (see Course Overview Resources)

## **Appendices**

Annexe 1.2c – Feuille de travail – Analyse des médias

Annexe 1.3a – La démarche: l'analyse d'une question d'actualité

Annexe 1.3b – Peut-être vs. Peut-être que (grammar worksheet)

Annexe 1.3c – Grille d'auto-évaluation de l'analyse des médias

Annexe 1.3d – Grille d'évaluation : Passons à l'action

## **Activity 1.4: Au four!**

**Time:** 5 hours

### **Description**

Students write a dialogue presenting two sides of an issue based on previous media analysis findings. They integrate learning from various subject areas and experience, incorporating words, phrases, and grammatical structures acquired throughout the unit. Students demonstrate sensitivity to others through the ideas presented.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE 1i - integrates faith with life;

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

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

**Strand(s):** Oral Communication, Writing

#### **Overall Expectations**

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

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**

WR1.04 - write a dialogue to present two sides of an issue (e.g., reactions to an event of national or international interest);

WR2.01 - recognize and use 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 conventions of style;

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

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

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### Prior Knowledge & Skills

- Findings from previous media analysis activity
- Oral presentation skills
- Formation and use of *indicatif présent, passé composé* and *futur simple*
- Language structures presented throughout the unit

### Planning Notes

- Provide copies of the rubrics (Annexes 1.4a, 1.4b) to students.
- Make dictionaries available to students.

### Teaching/Learning Strategies

1. The teacher assigns the culminating activity (150 words) and students listen attentively to instructions.
2. The teacher explains that students must include an introductory paragraph clearly stating each point of view providing two supported arguments by each participant.
3. The teacher provides copies of the rubrics for the written and oral evaluation (Annexes 1.4a, 1.4b) and explains the criteria and students refer to previous media analysis findings in order to complete the assignment.
4. The teacher circulates and assists while students complete the task.
5. The teacher reassembles class and students present their dialogue aloud with attention to pronunciation, intonation, expressiveness and delivery.
6. The teacher uses rubrics (Annexes 1.4a, 1.4b) to evaluate written and oral dialogues submitted by students.

### Assessment & Evaluation of Student Achievement

Type	Category	Methods and Strategies	Tools	User
Summative	Knowledge/Understanding Thinking/Inquiry Application	Written dialogue	Annexe 1.4a (rubric)	Teacher/Student
Summative	Communication Application	Oral presentation of dialogue	Annexe 1.4b (rubric)	Teacher/Student

### Resources

French-English dictionaries

Notes from previous media analysis activity

### Appendices

Annexe 1.4a – Grille d'évaluation : Dialogue écrit

Annexe 1.1b – Grille d'évaluation : Présentation d'un dialogue

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## Annexe 1.1a

### Liste de vocabulaire utile

#### Thème - La pauvreté

##### Noms

l'aide	l'appui	l'entraide	la misère
la fatalité	la polarisation	le coût	le loyer
le chômage	le chauffage	les exigences	des subventions
des profiteurs			

##### Verbes

Mendier	marginaliser	exclure	privilégier
s'entraider	tolérer		

##### Expressions

dénoncer les injustices	mettre de côté
une main d'œuvre à bon marché	un défi insurmontable
la dérèglementation	la cueillette d'argent
la cassure de la société	le travail au noir
les salariés	les disparités régionales
les intervenants sociaux	les personnes défavorisées
les conséquences fâcheuses	les banques alimentaires
les maisons d'hébergement	les nouveaux pauvres
les décrocheurs scolaires	les jeunes itinérants
les jeunes chefs de famille	le seuil de la pauvreté

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## Annexe 1.1b

### Vérification de l'élève - Préparation et présentation du collage

J'ai reçu la grille d'évaluation et je comprends les consignes.

J'ai un dictionnaire anglais/français.

Je connais les nouveaux mots de vocabulaire et les expressions de l'annexe 1.1a.

J'ai le matériel requis pour assembler le collage (e.g., colle, ciseaux, revues etc.).

J'ai choisi de représenter dans mon collage les 10 mots suivants.

- |     |    |    |
|-----|----|----|
| 1.  | 2. | 3. |
| 4.  | 5. | 6. |
| 7.  | 8. | 9. |
| 10. |    |    |

J'ai préparé la présentation orale de mon collage en utilisant deux structures étudiées.

## Annexe 1.1c

### Grille d'évaluation : Présentation du Collage

Catégorie	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
<b>Connaissances/ Comprehension</b> - l'élève présente des nouveaux mots de vocabulaire  - l'élève présente clairement les statistiques et les réalités de la pauvreté	- présente peu de nouveaux mots  - présente d'une façon ambiguë et incomplète	- présente quelques nouveaux mots  - présente d'une façon claire mais incomplète	- présente plusieurs nouveaux mots  - présente d'une façon claire et assez complète	- présente plusieurs nouveaux mots très riches  - présente clairement et de façon approfondie
<b>Communication</b> - l'élève utilise correctement les nouvelles structures langagières apprises  - l'élève utilise des phrases complètes bien construites	- utilise rarement les nouvelles structures  - utilise rarement des phrases complètes et bien construites	- utilise parfois les nouvelles structures  - utilise parfois des phrases complètes et bien construites	- utilise souvent les nouvelles structures  - utilise souvent des phrases complètes et bien construites	- utilise presque toujours les nouvelles structures  - utilise presque toujours des phrases complètes et bien construites

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

**Commentaires :**

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## Annexe 1.2a

### Lexique

**L'actualité** (p. ex. un article d'actualité) est l'ensemble des événements, des faits actuels, récents.

Une **émission** est un programme transmis par la radio, la télévision.

Un **fait** est ce qui s'est produit ou ce qui est en train de se produire. On ne peut le contester puisqu'il a eu lieu ou a lieu présentement.

Une **opinion** est un jugement que l'on porte.

Le **parti pris** est une opinion préconçue, une résolution prise d'avance.

Un **quotidien** est un journal qui paraît tous les jours.

Un **rédacteur** est une personne qui écrit un texte, qui participe à la rédaction d'un journal, d'un livre.

Les **références d'autorité** sont des opinions émises par des personnes compétentes et reconnues comme des autorités dans un domaine donné. Certains organismes ou associations sont reconnus comme tels dans certains cas.

Les **statistiques** et les **données** sont des chiffres publiés par différents organismes. Ils apportent du sérieux à une argumentation mais il faut les manipuler avec précaution parce qu'on peut faire dire ce qu'on veut à des chiffres.

Une **chronique** est un article ou une partie d'émission radiophonique ou télévisée où l'on rapporte les plus récentes informations sur un sujet particulier.

Le **reportage** est soit un article de journal, de revue ou de magazine, soit une émission télévisée ou radiophonique rapportant l'enquête d'un reporter sur un sujet (lié ou non à l'actualité).

#### Les sortes de reportages

On peut classer les reportages en deux catégories: les reportages événementiels (simples reportages) et les reportages globaux (grands reportages).

- Le **reportage événementiel** est un discours descriptif et narratif, puisque le reporter ne fait que rapporter ce qu'il a vu, lu, et entendu avec le plus d'objectivité possible.
- Le **reportage global** est un discours analytique parce que le reporter ajoute à sa narration des faits une analyse, des interviews, des témoignages, des citations, etc.

#### L'émetteur : le reporter

Son intention : informer avec objectivité

Son rôle : transmettre des informations claires précises et complètes sans porter de jugement.

#### Les moyens graphiques

Le reporter peut utiliser différents moyens graphiques pour mettre en relief l'importance de certaines informations. Cependant, le récepteur peut facilement interpréter tout abus dans ce domaine comme une preuve de subjectivité.

- Soulignement
- Mots en caractères **gras**
- Mots en caractères italiques
- Photos suggestives

...suite

---

## Annexe 1.2a ...Suite

L'**éditorial** est un article d'opinion fondé sur une argumentation solide. Il traite d'événements importants de l'actualité.

La **lettre d'opinion** est un commentaire personnel venant d'un lecteur ou d'une lectrice du journal.

Le **documentaire** est un film exclusivement établi selon des documents pris dans la réalité. Il offre des informations sur un sujet précis.

La **nouvelle** est l'annonce d'un événement récent. Elle répond à la plupart des questions suivantes : **où? quand? comment? pourquoi? combien? qui? et quoi?**

**N.B.:** L'**émetteur** de la nouvelle n'est pas le lecteur mais la personne ou l'organisme qui a émis la nouvelle.

### Les catégories de nouvelles

- internationales
- nationales
- provinciales
- municipales, locales, ou régionales
- sportives
- artistiques
- autres

Le **bulletin de nouvelles** est un résumé des nouvelles de la journée, à la radio ou à la télévision.

Le **message publicitaire** est un message qui vante un produit, un service, une entreprise ou une idée, dans le but d'inciter le récepteur à acheter le produit ou le service ou à adopter l'idée.

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## Annexe 1.2b

### L'histoire de Basrabai

Basrabai habite à Mohadi, un village situé à 500 km d'Ahmedabad, dans l'État indien du Gujarat, au bord de la mer d'Oman. Elle est la première femme à devenir *sarpanch* du *panchayat* (présidente du conseil local), à la suite d'amendements constitutionnels qui réservent aux femmes *un tiers des sièges au conseil* et un tiers des présidences.

Après un long *trajet*, nous franchissons un étroit bras de mer par une route impraticable à *marée haute* et nous arrivons au village. Le premier bâtiment qui s'offre à nos regards est une nouvelle construction en *béton* : l'école primaire. L'année dernière, le pire cyclone qu'on ait connu de mémoire d'homme a importé les *paillotes* des villageois et ceux-ci ont dû chercher refuge dans le seul bâtiment intact : l'école. Lorsque les secours sont arrivés, les villageois ont demandé d'autres constructions en *béton* et l'on en compte aujourd'hui une douzaine.

Nous arrivons chez Basrabai, une maison en *béton* d'une pièce construite à côté d'une *paillote*. Après les salutations d'usage, nous en venons à parler de l'école. Puisque c'est un jour de classe, nous demandons si nous pouvons assister à un cours. Basrabai nous apprend que le maître n'est pas là et qu'il n'est pas venu depuis un certain temps. En fait, il ne vient qu'une fois par mois, et encore. Protégé par le responsable éducatif du district, il agit plus ou moins comme bon lui semble.

Le maître vient le lendemain. La rumeur lui a appris que des visiteurs étaient arrivés au village. Il entre chez Basrabai et nous commençons à parler de l'école et des élèves. Pensant trouver une oreille *compatissante* auprès de ces visiteurs instruits, il *s'épanche* sur ses problèmes et sur la difficulté de faire la classe aux enfants, des *sauvageons* sortis de la jungle selon lui.

C'en est trop pour Meeraiben, membre de l'Organisation des travailleuses indépendantes (SEWA), l'organisatrice de cette visite. Elle fait remarquer au maître qu'il gagne 6000 roupies par mois (plus de six fois le seuil de pauvreté en Inde), qu'il a un emploi sûr et que la moindre des choses serait qu'il assure son service. Les parents veulent que leurs enfants apprennent à lire et à écrire, même si cela empêche les garçons d'aider leur père à pêcher et les filles d'aider leur mère à aller chercher de l'eau et du bois et à travailler dans les champs.

Plus tard dans la soirée, Basrabai préside la réunion du village. Le premier des deux points principaux est *l'indemnisation* des victimes du cyclone : en dépit des programmes de secours annoncés en grande pompe dans la capitale de l'État, les choses laissent fortement à désirer au niveau local, où les fonctionnaires jouent l'ignorance. Les membres de SEWA relèvent le nom de ceux qui n'ont pas encore reçu les indemnisations auxquelles ils ont droit et il est convenu que Basrabai et elles rencontreront les fonctionnaires locaux la semaine prochaine.

Le deuxième grand point est l'interdiction de pêcher dans les eaux côtières imposée par l'État pour protéger les stocks de poissons. Les gros chalutiers sont responsables de la surexploitation mais ce sont les petits pêcheurs qui sont pénalisés. Les patrons des gros chalutiers peuvent continuer à pêcher tant qu'ils *graisent la patte* des fonctionnaires bien placés.

Tout à coup, un grand fracas se fait entendre. Le frère de Basrabai a reçu un coup de corne au visage en essayant de séparer deux vaches qui se battaient. Si la blessure n'est pas traitée immédiatement, elle risque fort de s'infecter, mais il est tard et le médecin le plus proche réside dans une agglomération située à 10 km de là. En temps normal, il aurait été impossible de rien faire, mais, par chance, notre Jeep est là et l'on peut conduire le frère de Basrabai chez le docteur.

...suite

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## Annexe 1.2b ...Suite

Pendant notre séjour, nous avons l'occasion de voir les *broderies* et les batiks *artisanaux* que les femmes du village produisent depuis des générations. La demande est forte, grâce à l'*engouement* international pour l'artisanat indien et la redécouverte de leurs racines par les nouvelles classes moyennes du pays. Mais, profitant de l'isolement des femmes, les commerçants réussissent à obtenir les articles à bas prix.

Les autorités nationales et territoriales ont mis en place toutes sortes de programmes de soutien en faveur de l'artisanat traditionnel, mais aucun n'est vraiment efficace. Aussi, SEWA a-t-elle pris l'initiative d'organiser les travailleuses à domicile et de leur donner directement accès aux marchés internationaux. Nous examinons une broderie qui vaudrait 150 roupies sur le marché international, 60 roupies dans un magasin d'État et 20 roupies si elle était vendue à un commerçant.

Le dernier jour, nous nous rendons au champ de Basrabai, à une heure de marche de chez elle. Les *aléas* de l'agriculture ne sont que trop évidents. Faute de pluie, le sol est dur et desséché. S'il ne pleut pas d'ici quelques jours, la récolte de mil de Basrabai sera perdue et elle aura payé inutilement un conducteur de tracteur pour labourer son champ, dépense financée par la vente de ses articles d'artisanat. Quand nous la retrouvons à Ahmedabad quelques jours plus tard, il n'a toujours pas plu.

Nos entretiens avec Basrabai et avec les milliers de pauvres qui ont été consultés pour la préparation de ce rapport mettent en lumière les thèmes récurrents et familiers que sont le manque d'opportunités de revenu, l'insuffisance des liens avec le marché et le peu d'attention apporté aux besoins des pauvres par les institutions d'État. C'est aussi l'insécurité (risques de santé, risque de chômage et risques agricoles) qui fait que tout progrès est *précaire*. De tous les horizons, des villages de l'Inde aux *favelas* de Rio de Janeiro, en passant par les *bidonvilles* de Johannesburg et les fermes de l'Ouzbékistan, les problèmes présentés dans les *récits* se font écho.

Mais les conversations avec Basrabai et d'autres révèlent également des possibilités. Même si les fonctionnaires locaux et les structures officielles ne sont pas encore comptables de leurs actes devant Basrabai et son village, une politique volontariste a permis que Basrabai soit élue *sarpanch*, illustrant l'influence de l'État. SEWA aussi montre comment les pauvres peuvent se faire entendre en s'organisant pour défendre leurs droits, profiter des opportunités offertes par le marché et se protéger contre les risques.

### Lexique

sièges au conseil : town council seats	cornes : horns
un tiers : one third	broderies : embroideries
trajet : trek	artisanaux : crafts
marée haute : high tide	engouement : obstruction
béton : concrete	aléas : hazards
paillotes : straw-huts	précaire : precarious
une pièce : one room	favelas : shantytowns
compatissante : compassionate	bidonvilles : shantytowns
s'épanche : opens up	récits : stories
sauvageons : savages	
indemnisation : compensation	
graisissent la patte : bribe	
fracas : crash	

- From the World Bank website (see reference Unit 1 p. 7) – may be used within the terms expressed on the website.

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## Annexe 1.2c

### Feuille de travail – Analyse des médias

#### Complétez :

1. Point de départ
  - a. Qui est l'émetteur?
  - b. Quelle est l'intention de l'émetteur?
  - c. À quel public particulier s'adresse l'émetteur?
  - d. Expliquez le sujet du documentaire/du film/de l'article? (de ce média)
2. Questions de compréhension
  - a. Résume l'essentiel des informations livrées par ce média. (qui, quoi, comment, pourquoi, quand)
  - b. Sur quels aspects du sujet l'émetteur insiste-t-il?
  - c. Quelles informations sont nouvelles pour toi?
  - d. Relève des indices permettant de situer l'époque et le lieu où se déroule l'action présentée dans ce média.
3. Les éléments du média
  - Documentaire :
    - a. Le montage (le choix des images, des plans et les mouvements de la caméra) sert-il bien les buts poursuivis dans ce documentaire?
    - b. Les effets sonores aident-ils à la compréhension du sujet? Explique.
    - c. Quelles images as-tu trouvées les plus frappantes dans ce film?
  - Média écrit :
    - a. Quelle est l'idée principale de chaque paragraphe?
    - b. Selon toi, à quoi sert la photo qui illustre ce texte?
    - c. Illustre-t-elle bien le sujet de ce texte?
    - d. Relève les moyens graphiques utilisés pour attirer l'attention du lecteur.
  - Bulletin de nouvelles :
    - e. Selon toi, lequel des ces éléments le lecteur ou la lectrice de nouvelles devrait-il ou elle améliorer pour faciliter la compréhension des nouvelles?
      - la rapidité de son débit (voix trop lente ou trop rapide);
      - ses intonations (voix monotone);
      - sa prononciation (bafouillage, fins de mots inaudibles...);
      - la force de sa voix (trop forte ou trop faible).
4. Le parti pris
  - a. Cherchez des mots ou des phrases qui, selon vous, déclenchent un jugement, qu'il soit positif ou négatif.
  - b. Expliquez pourquoi, selon vous, ces mots ont valeur de jugement.
  - c. Relève dans le texte les sortes d'arguments suivants (des statistiques, des faits, des exemples, des références d'autorité).
  - d. Relève le nom des personnes qu'on cite comme spécialistes dans cette chronique.
5. Passons à l'action
  - a. Avec quelle perspective peux-tu t'identifier le plus?
  - b. Qu'est-ce que la société peut faire en tant qu'individu pour répondre aux besoins de cette personne ou de ce groupe,  
ou  
pour améliorer la situation,  
ou  
pour régler le problème?

---

## Annexe 1.2d

### Structures langagières

#### Le pronom on

Le pronom **on** est un pronom indéfini utilisé comme sujet du verbe.

Le pronom **on** peut désigner **quelqu'un, certains, les gens, l'être humain en général**, ou même **un groupe de personnes**.

Exemple : **On** dit qu'il s'est suicidé.

**On** n'a pas encore trouvé de remède contre le rhume banal.

La forme verbale utilisée avec le pronom **on** est toujours la forme de la troisième personne du singulier.

Exemple : Comme **on** fait son lit, **on** se couche.

Le passif anglais se traduit souvent par le pronom **on** et la forme active du verbe.

Exemple : **On** m'a volé mon portefeuille.

Ici **on** parle français.

(Adapté de Favrod, Alain M. Mise en pratique: Manuel de grammaire et d'expression écrite. Don Mills: Addison Wesley Publishers, 1989.)

Transformez les phrases suivantes en utilisant le pronom **on** et la forme active du verbe.

Exemple : Les jupes sont portées longues cette année.

**On** porte les jupes longues cette année.

1. Tout le surplus de la récolte de blé a été donné aux pays où sévit la famine.
2. Les cerises sont cueillies au mois de juillet.
3. En Angleterre, les voitures sont conduites sur la gauche.
4. Elle a été trouvée assassinée.
5. Ils ont été aperçus dans un bar.
6. Ce paquet a été envoyé trop tard.
7. Les timbres sont vendus aussi dans des bureaux de tabac.
8. Le dîner est servi à huit heures.
9. Ces histoires sont souvent racontées.
10. La question a été posée pendant la discussion.

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## Annexe 1.2e

### Grille d'évaluation des pairs

Nom de la présentatrice/du présentateur : \_\_\_\_\_

Nom de l'évaluatrice/l'évaluateur : \_\_\_\_\_

Catégorie	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
<b>Connaissances</b> - l'élève présente l'information appropriée au sujet  - l'élève démontre la compréhension du sujet	- présente rarement l'information appropriée au sujet  - démontre rarement la compréhension du sujet	- présente parfois l'information appropriée au sujet  - démontre parfois la compréhension du sujet	- présente souvent l'information appropriée au sujet  - démontre souvent la compréhension du sujet	- présente toujours l'information appropriée au sujet  - démontre toujours la compréhension du sujet
<b>Raisonnement</b> - l'élève apporte un message clair	- le message est ambigu	- une portion du message est clair	- le message est assez clair	- le message est très clair
<b>Communication</b> - l'élève utilise un débit naturel  - l'élève utilise une prononciation nette  - l'élève emploie des mots français	- utilise rarement un débit naturel  - utilise rarement une prononciation nette  - emploie rarement des mots français	- utilise parfois un débit naturel  - utilise parfois une prononciation nette  - emploie parfois des mots français	- utilise souvent un débit naturel  - utilise souvent une prononciation nette  - emploie souvent des mots français	- utilise toujours un débit naturel  - utilise toujours une prononciation nette  - emploie toujours des mots français

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

**Commentaires :**

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## Annexe 1.3a

### La démarche : l'analyse d'une question d'actualité (en groupe)

#### Démarche

- Il s'agit d'abord de choisir un sujet et ensuite de faire de la recherche. Votre sujet doit traiter d'une question sociale, culturelle, politique ou économique (qui a paru récemment dans les journaux ou à la télé, etc. ou qui a été le sujet d'un film, d'un documentaire, etc.)
- Il faut répartir le travail de façon équitable parmi les membres du groupe.
- Pour comparer la façon que votre sujet est présenté par les différents médias, vous devez vous servir d'un minimum de trois sources différentes dont une doit être un documentaire/film, une doit être écrite (article de journal ou de revue, etc.) et l'autre doit être un bulletin de nouvelles radiophonique ou télévisé.

Quand on parle de médias, on pense plus particulièrement aux médias de masse et à la culture populaire, c'est-à-dire :

- la presse écrite (journaux et magazines);
  - la presse électronique (radio, télé, Internet);
  - les émissions diffusées par les chaînes de radio et de télévision;
  - les sites Web;
  - le cinéma (documentaires et fiction);
  - la musique populaire;
  - les vidéoclips;
  - la publicité etc.
- 
- Votre documentation doit présenter deux perspectives différentes pour permettre d'examiner différents points de vue. (p. ex. En faisant l'analyse de la question de la pauvreté, on pourrait examiner le point de vue du gouvernement ainsi que celui d'un sans-abri.) Ceci est nécessaire pour la préparation de la tâche culminante de cette unité.
  - Vous devez suivre les étapes de l'analyse des médias déjà présentées en classe (Annexe 1.2c).
  - Pour faire la comparaison des médias et des différents points de vue, vous devez faire les Parties 1, 2 et 4 pour chacune de vos sources d'information.
  - Pour *Les éléments du média* (Partie 3), vous répondrez aux questions qui s'appliquent selon le genre de média.
  - Chaque membre du groupe doit préparer ses réponses personnelles pour la section *Passons à l'action* (Partie 5) et les présenter oralement en classe.

#### Le travail du style

Il faut travailler à améliorer votre texte :

- en corrigeant l'orthographe;
- en corrigeant la ponctuation;
- en vérifiant l'accord des verbes;
- en vérifiant si toutes vos phrases sont bien structurées;
- en variant la forme de vos phrases;
- en apportant plus de précision à l'aide de synonymes si possible.

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## Annexe 1.3b

### Grammaire

#### Peut-être vs. Peut-être que

*Peut-être* est un adverbe de doute. Il modifie le sens d'un verbe.

*Peut-être que* est une proposition elliptique (une proposition à laquelle manque le verbe).

Exemple : *Peut-être que* tu y seras. (Il *se peut que* tu y soies)

Dans ce cas, *peut-être que* est la proposition principale dans la phrase.

(Blais, Réjean et Jean-Paul Simard. Cahier pratique de grammaire, d'orthographe et de composition. Montréal : Guérin, 1995.)

Dans l'expression *peut-être que*, le mot *que* est une conjonction subordonnée dont la fonction est celle d'objet. Donc, l'expression *peut-être que* sera toujours suivie par un sujet et un verbe (sujet + verbe).

**N.B.:** Après le mot *peut-être* utilisé en tête de phrase ou de proposition, le pronom sujet suit le verbe (inversion du sujet).

Exemple : *Peut-être* aurez-vous le plaisir de la visiter.

*Peut-être que* ne nécessite pas l'inversion du sujet.

Exemple : *Peut-être que* je ne pourrai pas sortir.

Complétez les phrases en écrivant *peut-être* ou *peut-être que*.

1. Regardez dans l'annuaire du téléphone, \_\_\_\_\_ trouverez-vous son adresse.
2. \_\_\_\_\_ nous pourrions aller prendre un café après la pièce de théâtre.
3. S'il finit tôt son travail, Jean ira \_\_\_\_\_ jouer au golf.
4. \_\_\_\_\_ vous auriez accepté son offre.
5. \_\_\_\_\_ pourra-t-il se libérer et venir nous rejoindre plus tard?
6. \_\_\_\_\_ s'aimeront-ils toujours.
7. Le prisonnier reviendra \_\_\_\_\_ cet hiver.
8. \_\_\_\_\_ vous ne vous souvenez pas bien.
9. \_\_\_\_\_ elle a acheté le mauvais journal.
10. Ils se reconnaîtront \_\_\_\_\_ tout de suite.

## Annexe 1.3c

### Grille d'auto-évaluation de l'analyse des médias

(Adapté de David, Michel. Paroles vivantes. Montréal : Guérin, 1992.)

	Oui	Non	Ce que nous modifions
Nous avons choisi un sujet d'actualité qui traite d'une question sociale, culturelle, politique ou économique.			
Nous avons utilisé un minimum de trois sources d'information dont au moins une est écrite et au moins une est visuelle.			
Notre documentation présente deux perspectives différentes.			
Nous avons suivi les étapes présentées en classe pour faire l'analyse des médias.			
Chaque étape de l'analyse des médias est identifiée clairement dans notre travail.			
Les renseignements donnés sont précis et pertinents.			
Nous avons noté nos sources de renseignement dans une bibliographie.			
Notre texte présente plus d'informations objectives que d'expressions de nos sentiments.			
<b>La langue</b>			
Nous avons vérifié l'orthographe.			
Nous avons vérifié la ponctuation.			
Nous avons accordé les verbes.			
Nous avons varié la forme de nos phrases.			
Nous avons corrigé les phrases mal structurées.			
Nous avons essayé d'apporter plus de précision à notre travail à l'aide de synonymes.			
Nous sommes satisfait(e)s de notre travail. Si vous avez répondu non, pourquoi?			

## Annexe 1.3d

### Grille d'évaluation : Passons à l'action

Catégorie	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
<b>Raisonnement</b> - l'élève offre des idées critiques et créatives  - l'élève exprime ses opinions et jugements avec arguments	- offre rarement des idées critiques et créatives  - exprime rarement ses opinions et jugements avec arguments	- offre parfois des idées critiques et créatives  - exprime parfois ses opinions et jugements avec arguments	- offre souvent des idées critiques et créatives  - exprime souvent ses opinions et jugements avec arguments	- offre presque toujours des idées critiques et créatives  - exprime toujours ses opinions et jugements avec arguments
<b>Communication</b> - l'élève utilise une prononciation claire  - l'élève utilise un débit naturel  - l'élève utilise le vocabulaire approprié au sujet	- utilise rarement une prononciation claire  - utilise rarement un débit naturel  - utilise rarement le vocabulaire approprié	- utilise parfois une prononciation claire  - utilise parfois un débit naturel  - utilise parfois le vocabulaire approprié	- utilise souvent une prononciation claire  - utilise souvent un débit naturel  - utilise souvent le vocabulaire approprié	- utilise presque toujours une prononciation claire  - utilise presque toujours un débit naturel  - utilise presque toujours le vocabulaire approprié
<b>Application</b> - l'élève applique correctement les notions apprises	- applique rarement les notions apprises	- applique parfois les notions apprises	- applique souvent les notions apprises	- applique toujours les notions apprises

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

#### Commentaires :

## Annexe 1.4a

### Grille d'évaluation : Dialogue écrit (tâche culminante)

Catégorie	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
<b>Connaissances</b> - l'élève présente l'information appropriée au sujet  - l'élève démontre une connaissance du sujet	- présente très peu d'information appropriée au sujet  - démontre très peu de connaissance du sujet	- présente peu d'information appropriée au sujet  - démontre peu de connaissance du sujet	- présente une bonne somme d'information appropriée au sujet  - démontre une bonne connaissance du sujet	- présente beaucoup d'information appropriée au sujet  - démontre une très bonne connaissance du sujet
<b>Raisonnement</b> - l'élève présente ses solutions de manière approfondie  - l'élève démontre des habiletés de raisonnement créatives et critiques	- présente très peu de solutions de manière approfondie  - démontre très peu d'habiletés de raisonnement créatives et critiques	- présente peu de solutions de manière approfondie  - démontre peu d'habiletés de raisonnement créatives et critiques	- présente une bonne somme de solutions de manière approfondie  - démontre souvent un raisonnement créatif et critique	- présente plusieurs solutions de manière approfondie  - démontre de très bonnes habiletés de raisonnement créatives et critiques
<b>Application</b> - l'élève applique correctement les structures langagières apprises  - l'élève fait des liens avec son expérience personnelle	- applique très peu de structures langagières apprises  - fait rarement des liens avec son expérience personnelle	- applique peu de structures langagières apprises  - fait parfois des liens avec son expérience personnelle	- applique un bon nombre de structures langagières apprises  - fait souvent des liens avec son expérience personnelle	- applique la plupart des structures langagières apprises  - fait toujours des liens avec son expérience personnelle

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

## Annexe 1.4b

### Grille d'évaluation : Présentation orale d'un dialogue (tâche culminante)

Catégorie	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
<b>Communication</b> - l'élève emploie une bonne prononciation et intonation  - l'élève emploie une expressivité appropriée  - l'élève emploie un débit naturel	- emploie rarement une bonne prononciation et intonation  - emploie rarement une expressivité appropriée  - emploie rarement un débit naturel	- emploie parfois une bonne prononciation et intonation  - emploie parfois une expressivité appropriée  - emploie parfois un débit naturel	emploie souvent une bonne prononciation et intonation  - emploie souvent une expressivité appropriée  - emploie souvent un débit naturel	- emploie toujours une bonne prononciation et intonation  - emploie toujours une expressivité appropriée  - emploie toujours un débit naturel
<b>Application</b> - l'élève présente avec confiance  - l'élève démontre efficacement la perspective de son personnage	- présente avec peine  - démontre avec ambiguïté la perspective de son personnage	- présente avec un minimum de confiance  - démontre parfois la perspective de son personnage	- présente avec assez de confiance  - démontre assez bien la perspective de son personnage	- présente avec beaucoup de confiance  - démontre très clairement la perspective de son personnage

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

**Commentaires :**

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## Unit 3: Point d'ébullition

**Time:** 25 hours

### Unit Description

Students develop moral and legal decision-making skills as they research a current community-based issue and become familiar with the formal debate process in preparation for an in-class debate. Students learn the interrogative and relative pronoun *lequel*, the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*, and the formation and use of the *subjonctif passé* of *er*, *ir*, *re* and irregular verbs. As the culminating task, students evaluate new ideas and apply effective communication skills to defend their position on the issue by writing an essay based on their previous research.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
3.1 Nous nous découvrons	5 hours	REV.01, .02, .03; RE1.05; RE2.01, .03, .04, .05 CGE 1d, 5f	Knowledge/ Understanding Thinking/Inquiry	Research a community-based issue
3.2 Explorons le débat	2 hours	REV.01; OC1.02; OC3.01 CGE 1i, 3c, 7a	Knowledge/ Understanding	Formal debate process
3.3 Au travail	6 hours	WRV.01, .03; RE2.03; WR1.06; WR2.01, .04, .05 CGE 1d, 5f	Thinking/Inquiry Application	Debate preparation
3.4 Ricochet	8 hours	OCV.02, .03, .04; OC1.02; OC2.01, .03; OC3.01 CGE 2c, 7h	Communication Application Thinking/Inquiry	Debate
3.5 Je m'exprime	4 hours	WRV.01, .03; WR1.01, .05, .06; WR2.01, .02, .03, .04, .05 CGE 3b, 4f, 7g	Application Communication	Culminating Task: essay defending personal position

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## Activity 1: Nous nous découvrons

**Time:** 5 hours

### Description

Students brainstorm current community issues and select one or more issues to debate. Using primary (interviews, guest speakers) and secondary (media) resources, students work in small groups to decide upon a debate topic and clearly identify two opposing points of view. Students must ensure that the topic they have chosen engenders a worthwhile debate. Students learn the interrogative and relative pronoun *lequel*, which they apply when exploring the various issues.

### Strand(s) & Learning Expectations

#### Ontario Catholic Secondary 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;

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

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

#### Overall Expectations

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

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

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

#### Specific Expectations

RE1.05 - apply specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) in preparing an assignment;

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

RE2.03 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;

RE2.04 - recognize language conventions used in formal and informal language;

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

### Prior Knowledge & Skills

- Oral communication skills
- Note-taking skills

### Planning Notes

- Consideration should be given as to whether the class debates one topic as a whole or whether several topics are prepared and debated by several small groups.
- If choosing to debate only one issue, it is suggested that students work in small groups with an equal number of groups taking each point of view.
- If choosing to debate more than one issue, it is suggested that small groups be formed and paired so that each paired group presents both points of view.
- The teacher may take advantage of this opportunity to relate this debate to other subject areas across the curriculum.
- The teacher should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.

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## Teaching/Learning Strategies

1. The teacher directs a brainstorming session to compile a list of current community issues and their usefulness as possible debate topics while students take notes and contribute to the discussion.
2. The teacher suggests possible community resources (may invite a guest speaker) and students use those resources (interviews, media, etc.) to obtain further details on the suggested issues.
3. The teacher introduces the interrogative and relative pronoun *lequel* while students complete grammar exercises.
4. The teacher monitors, corrects and advises students and encourages the use of the French language while students discuss and decide upon the issue that they intend to debate.

## Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/ student	Observation	Brainstorming Oral questions and discussion	Knowledge/Understanding Thinking/Inquiry Communication
Formative	Teacher/ student	Observation	Guest speaker Conduct interviews Read/watch media	Knowledge/Understanding Thinking/Inquiry
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding
Formative	Teacher	Observation	Discuss and record information on chosen issue	Thinking/Inquiry Communication Application

## Resources

Bilingual French-English dictionaries  
Local newspapers and brochures  
Lists of local clubs, businesses, etc.  
Possible guest speakers and community experts

## Activity 2: Explorons le débat

**Time:** 2 hours

### Description

Through handouts (Annexe 3.1) and teacher-directed instruction, students become familiar with the formal debate process. Students learn the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun*. This activity provides students with a base of knowledge and the skills required for the activities to follow.

### Strand(s) & Learning Expectations

#### Ontario Catholic Secondary Graduate Expectations

CGE 1i - integrates faith with life;  
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;  
CGE 7a - acts morally and legally as a person formed in Catholic traditions.

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

#### Overall Expectations

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

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### Specific Expectations

OC1.02 - demonstrate an understanding of oral presentations by classmates and other speakers (e.g., by relating the content to other contexts, discussing alternative viewpoints, predicting future trends);  
OC3.01 - recognize and use appropriate language structures (see language structures for Core French, Grade 12, p. 25).

### Prior Knowledge & Skills

- Note-taking skills
- Previous debating experience

### Planning Notes

- The teacher is advised to select the debate process that best suits his/her needs and those of the students.
- Photocopy checklist handouts (Annexe 3.1).

### Teaching/Learning Strategies

1. The teacher provides information and explains the formal debate process while students listen and take notes.
2. The teacher provides and explains the use of the debate checklist (Annexe 3.1) while students listen and ask questions for clarification.
3. The teacher introduces the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun* while students complete grammar exercises.

### Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher	Observation	Oral discussion and questioning	Knowledge/Understanding
Formative	Teacher	Checklist (Annexe 3.1)	Oral discussion and questioning	Knowledge/Understanding
Diagnostic	Teacher	Answer sheet	Grammar exercises	Knowledge/Understanding

### Resources

Bilingual French-English dictionaries

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

### Appendices

Annexe 3.1

### Activity 3: Au travail

**Time:** 6 hours

### Description

After reviewing the issue(s) decided upon in Activity 1, students return to their original groups and thoroughly research both sides of their issue. Students use the checklist (Annexe 3.1) from Activity 2 to ensure adequate preparation for the debate to be held in Activity 4. The teacher provides students with the rubric to be used for the summative evaluation of the debate (Annexe 3.2). Students review and apply, where possible, the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun* in their debate statements.

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## Strand(s) & Learning Expectations

### Ontario Catholic Secondary 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;

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

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

### Overall Expectations

WRV.01 - express their ideas and opinions logically and coherently in written texts;

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

### Specific Expectations

RE2.03 - use reading strategies (e.g., skimming text for information, using clues from context, using knowledge of word families and root words, rereading) to determine the meaning of unfamiliar vocabulary and idiomatic expressions;

WR1.06 - revise their writing to ensure that ideas and opinions are clearly presented;

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

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

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

### Prior Knowledge & Skills

- Correct interrogative sentence structure
- Research skills
- Oral communication skills

### Planning Notes

- The teacher may wish to provide more extensive resources, e.g., contact person, on the specific issue(s) chosen for debate by students. Teachers should contact resource people in advance and follow school and board policies related to visitors to the school.
- It is recommended that the teacher remind students of proper behaviour and etiquette as representatives of their school when interacting with members of the community, e.g., manners, greetings, telephone etiquette, punctuality, keeping appointments, thank you notes, etc.

### Teaching/Learning Strategies

1. The teacher monitors, corrects, and advises students while they complete the research process.
2. The teacher provides students with the debate rubric while students ask questions for clarification (Annexe 3.2).
3. The teacher reviews and models the use and position of *ne...jamais*, *ne...rien*, *ne...nulle part*, *ne...personne*, *ne...plus*, and *ne...aucun* and students apply these sentence structures, where possible, to their debate statements.
4. Students do a final verification of their readiness for the debate in Activity 4.

### Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	AchievementCategories
Formative	Teacher/ student	Observation	Oral questioning Discussion Interviews Reading research materials	Knowledge/Understanding Thinking/Inquiry Communication Application

Type	User	Tool	Strategy/Activity	AchievementCategories
Formative	Teacher/ student	Observation	Writing debate statements (opinions, evidence) and questions	Knowledge/Understanding Application
Summative	Teacher	Checklist (Annexe 3.1)	Verification of debate preparations	Thinking/Inquiry

### Resources

Bilingual French-English dictionaries

Members of community clubs, businesses, government agencies, local newspaper, etc.

### Appendices

Annexe 3.2

## Activity 4: Ricochet

**Time:** 8 hours

### Description

In their groups, students follow the formal debate process to present both sides of their issue. Following the debate, all class members are invited to ask questions, provide supplementary information, state their opinions, and discuss the issue at hand.

### Strand(s) & Learning Expectations

#### Ontario Catholic Secondary Graduate Expectations

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

CGE 7h - exercises the rights and responsibilities of Canadian citizenship.

**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 issues;

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

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

#### Specific Expectations

OC1.02 - demonstrate an understanding of oral presentations by classmates and other speakers (e.g., by relating the content to other contexts, discussing alternative viewpoints, predicting future trends);

OC2.01 - express, support, and explain their viewpoints in formal debates related to topics under study;

OC2.03 - use critical-thinking skills in responding to classmates' presentations (e.g., analyse the information, develop a counter-argument);

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

### Prior Knowledge & Skills

- Formal debate process from Activity 2
- Prepared notes from Activity 3
- Oral communication skills

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## Planning Notes

- The teacher should be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.
- It is suggested that the teacher be a vigilant enforcer of the formal debate process to ensure consistency for each debate.
- Photocopy rubric and checklist for students.
- The teacher may wish to consider altering the physical layout of the classroom seating to facilitate the debate.
- Due to the difficulty of being enforcer and evaluator, the teacher may wish to videotape debates in order to be able to ensure fair evaluation.
- Videotapes may also serve as exemplars in future years and motivate students to enhance their performance.

## Teaching/Learning Strategies

1. The teacher monitors and enforces the formal debate process while students present their debate topics and/or take notes, depending on the debate process previously selected.
2. Throughout and following the debate(s), students take notes to be used to defend their personal position on a chosen topic when writing an essay in Activity 5.
3. After the (or each) debate, the teacher monitors the discussion while students ask questions, provide supplementary information, state their opinions, and discuss the issue at hand.

## Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Summative	Teacher	Rubric (Annexe 3.2)	Debate	Communication Application
Formative	Student	Observation	Note-taking	Thinking/Inquiry
Formative	Teacher	Observation	Post-debate discussion	Communication

## Accommodations

- Allow greater use of notes for reference during debate.
- Allow another group member to be a spokesman as necessary.

## Resources

Notes and other materials from previous activities in this unit

## Appendices

Annexe 3.2

## Activity 5: Je m'exprime

**Time:** 4 hours

### Description

Students learn the formation of the *subjonctif passé* of *er*, *ir*, *re* and irregular verbs. As a culminating task, students write an essay in which they present and defend their personal position on one of the topics debated in Activity 4. Students use previous research, notes, and other pertinent information acquired during the debate(s). Students review the essay writing process, with particular emphasis on how to defend an opinion using facts.

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## **Strand(s) & Learning Expectations**

### **Ontario Catholic Secondary Graduate Expectations**

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

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

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

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

### **Overall Expectations**

WRV.01 - express their ideas and opinions logically and coherently in written texts;

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

### **Specific Expectations**

WR1.01 - write a review of a text, movie, or play as an independent study, including a summary of the plot and their personal reactions and recommendations;

WR1.05 - write a research paper (a minimum of 1000 words) stating and defending their position on an issue;

WR1.06 - revise their writing to ensure that ideas and opinions are clearly presented;

WR2.01 - recognize and use 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 conventions of style;

WR2.03 - apply conventions that relate to research essays (e.g., table of contents; use of quotations, footnotes, and bibliography);

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

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

### **Prior Knowledge & Skills**

- Research notes and materials from previous activities
- Essay writing process

### **Planning Notes**

- Encourage students to use the newly acquired language structures when writing their essay.
- Photocopy essay rubric.
- The teacher may wish to have students assess their own performance on the rubric before the teacher evaluation.

### **Teaching/Learning Strategies**

1. The teacher reviews the essay writing process: opinion essay a) introduction with thesis statement; b) supported arguments (reason/evidence); c) conclusion (restates opinion, summarizes evidence, and leaves the reader with something to think about). Students take notes and ask questions for clarification.
2. The teacher presents the essay evaluation rubric (Annexe 3.3) while students listen and ask questions for clarification.
3. The teacher monitors, corrects, and advises students during the writing process.
4. Students use the rubric to evaluate their essay prior to submission for teacher evaluation.

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### Assessment & Evaluation of Student Achievement

Type	User	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher	Observation	Oral questioning and discussion	Knowledge/Understanding Thinking/Inquiry
Formative	Teacher	Observation	Writing an essay	Thinking/Inquiry Communication Application
Formative	Student	Rubric (Annexe 3.3)	Self-evaluation and revision	Thinking/Inquiry Application
Summative	Teacher	Rubric (Annexe 3.3)	Essay	Knowledge/Understanding Thinking/Inquiry Communication Application

#### Accommodations

- Provide access to computer for word processing.
- Encourage peer editing.

#### Resources

Bilingual French-English dictionaries

Notes and other materials from previous activities in this unit

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

#### Appendices

Annexe 3.3

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## Annexe 3.1

### Suggested Formal Debate Process and Student Checklist

A. Un débat est une série d'arguments pour ou contre un énoncé. À la fin, un juge (soit le professeur ou soit des étudiants désignés) décide quelle équipe a présenté les arguments les plus convaincants.

B. Un exemple du déroulement d'un débat

- |   |           |
|---|-----------|
| 1. Exposé pour (un résumé du point de vue)  | 2 minutes |
| 2. Exposé contre (un résumé du point de vue)  | 2 minutes |
| 3. Discours affirmatif (pour) concernant leur première question   | 4 minutes |
| 4. Réfutation négative (contre) concernant cette question   | 2 minutes |
| 5. Discours négatif (contre) concernant leur première question  | 4 minutes |
| 6. Réfutation positive (pour) concernant cette question   | 2 minutes |
| 7. Discours affirmatif (pour) concernant leur deuxième question   | 4 minutes |
| 8. Réfutation négative (contre) concernant cette question   | 2 minutes |
| 9. Discours négatif (contre) concernant leur deuxième question  | 4 minutes |
| 10. Réfutation positive (pour) concernant cette question et ainsi de suite d'après le nombre de questions débattues | 2 minutes |
| 11. Président du débat donne la parole au public  |           |
| 12. Le juge déclare l'équipe gagnante   |           |

C. Le comportement durant un débat

- Je ne peux pas couper la parole de l'opposition.
- Chaque fois que je prends la parole, je dois me lever.
- Je dois m'adresser au public.
- Je dois observer le chronomètre.
- Je parle toujours avec politesse (pas d'insultes personnels).

D. Liste de vérification pour étudiant

Oui    Non

- \_\_\_\_\_ Je connais bien le sujet de mon débat.
- \_\_\_\_\_ J'ai recueilli suffisamment d'arguments pour ou contre.
- \_\_\_\_\_ J'ai une connaissance des grandes questions reliées au sujet.
- \_\_\_\_\_ J'ai bien préparé l'évidence pour appuyer ma position.
- \_\_\_\_\_ J'ai bien rédigé mon énoncé.
- \_\_\_\_\_ J'ai bien préparé mes discours (points pour ou contre).
- \_\_\_\_\_ J'ai précisé la durée de mes discours.
- \_\_\_\_\_ Je sais comment préparer la réplique.
- \_\_\_\_\_ Je sais comment le débat va se dérouler.
- \_\_\_\_\_ Je sais comment me comporter durant un débat.

## Annexe 3.2

### Evaluation Rubric: The Debate

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> - knowledge of language forms and conventions  - understanding of content	- demonstrates limited understanding  - demonstrates limited knowledge of chosen topic	- demonstrates some understanding  - demonstrates some knowledge of chosen topic	- demonstrates considerable understanding  - demonstrates considerable knowledge of chosen topic	- demonstrates thorough understanding  - demonstrates thorough knowledge of chosen topic
<b>Thinking/Inquiry</b> - critical and creative thinking skills in the preparation of the exposé and the discours  - inquiry skills (e.g., formulating the <i>répliques</i> [replies])	- uses critical and creative thinking skills with limited effectiveness  - applies few of the skills involved in formulating the <i>répliques</i>	- uses critical and creative thinking skills with some effectiveness  - applies some of the skills involved in formulating the <i>répliques</i>	- uses critical and creative thinking skills with considerable effectiveness  - applies most of the skills involved in formulating the <i>répliques</i>	- uses critical and creative thinking skills with a high degree of effectiveness  - applies all or almost all of the skills involved in formulating the <i>répliques</i>

... suite

## Annexe 3.2 ...Suite

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of language</li> <li>- communication for different audiences and purposes, observing debate formalities</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information and ideas with limited clarity</li> <li>- uses language with limited accuracy and effectiveness</li> <li>- communicates with a limited sense of audience and purpose, observing few appropriate formalities</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information and ideas with some clarity</li> <li>- uses language with some accuracy and effectiveness</li> <li>- communicates with some sense of audience and purpose, observing some appropriate formalities</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information and ideas with limited clarity</li> <li>- uses language with considerable accuracy and effectiveness</li> <li>- communicates with a clear sense of audience and purpose, observing most appropriate formalities</li> </ul>	<ul style="list-style-type: none"> <li>- communicates information and ideas with limited clarity</li> <li>- uses language with a high degree of accuracy and effectiveness</li> <li>- communicates with a strong sense of audience and purpose, observing all appropriate formalities</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>- expression and justification of ideas and opinions in debate format</li> <li>- use of verb tenses, language structures and vocabulary</li> <li>- making connections to the community</li> </ul>	<ul style="list-style-type: none"> <li>- expresses and justifies ideas and opinions in debate format with limited effectiveness</li> <li>- demonstrates limited ability to apply verb tenses, language structures and vocabulary</li> <li>- makes connections to the community with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- expresses and justifies ideas and opinions in debate format with some effectiveness</li> <li>- demonstrates some ability to apply verb tenses, language structures and vocabulary</li> <li>- makes connections to the community with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- expresses and justifies ideas and opinions in debate format with considerable effectiveness</li> <li>- demonstrates considerable ability to apply verb tenses, language structures and vocabulary</li> <li>- makes connections to the community with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- expresses and justifies ideas and opinions in debate format with a high degree of effectiveness</li> <li>- demonstrates a high degree of ability to apply verb tenses, language structures and vocabulary</li> <li>- makes connections to the community with a high degree of effectiveness</li> </ul>

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

## Annexe 3.3

### Evaluation Rubric: Opinion Essay

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b> - knowledge of language forms and conventions (especially use and position of <i>ne...jamais</i> , etc. and the use of the <i>subjonctif passé</i> )  - understanding of chosen topic	- demonstrates limited understanding  - demonstrates limited knowledge of chosen topic	- demonstrates some understanding  - demonstrates some knowledge of chosen topic	- demonstrates considerable understanding  - demonstrates considerable knowledge of chosen topic	- demonstrates thorough understanding  - demonstrates thorough knowledge of chosen topic
<b>Thinking/Inquiry</b> - critical and creative thinking skills used to defend personal position  - inquiry skills used in selection of evidence to support personal position	- uses critical and creative thinking skills with limited effectiveness  - applies few of the skills involved	- uses critical and creative thinking skills with some effectiveness  - applies some of the skills involved	- uses critical and creative thinking skills with considerable effectiveness  - applies most of the skills involved	- uses critical and creative thinking skills with a high degree of effectiveness  - applies all or almost all of the skills involved

...suite

### Annexe 3.3 ...Suite

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- expresses opinion in a thesis statement</li> <li>- organization of essay</li> </ul> <p>a) introduction b) supported arguments (reason/evidence) c) conclusion (restates opinion, summarizes evidence, and leaves the reader with something to think about)</p> <ul style="list-style-type: none"> <li>- communication for the purpose of persuasion</li> </ul>	<ul style="list-style-type: none"> <li>- expresses opinion in a thesis statement with limited effectiveness</li> </ul> <p>- introduces issue with limited effectiveness</p> <p>- supports arguments with limited evidence</p> <p>- concludes essay with limited effectiveness</p> <p>- communicates with a limited sense of purpose</p>	<ul style="list-style-type: none"> <li>- expresses opinion in a thesis statement with some effectiveness</li> </ul> <p>- introduces issue with some effectiveness</p> <p>- supports arguments with some evidence</p> <p>- concludes essay with some effectiveness</p> <p>- communicates with some sense of purpose</p>	<ul style="list-style-type: none"> <li>- expresses opinion in a thesis statement with considerable effectiveness</li> </ul> <p>- introduces issue with considerable effectiveness</p> <p>- supports arguments with considerable evidence</p> <p>- concludes essay with considerable effectiveness</p> <p>- communicates with a considerable sense of purpose</p>	<ul style="list-style-type: none"> <li>- expresses opinion in a thesis statement with a high degree of effectiveness</li> </ul> <p>- introduces issue with a high degree of effectiveness thoroughly</p> <p>- supports arguments with evidence</p> <p>- concludes essay with a high degree of effectiveness</p> <p>- communicates with a thorough sense of purpose</p>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>- application of knowledge and skills</li> </ul> <p>- use of verb tenses, language structures and vocabulary</p> <ul style="list-style-type: none"> <li>- makes connections between debate and personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>- applies knowledge and skills with limited effectiveness</li> </ul> <p>- demonstrates limited ability to apply verb tenses, language structures, and vocabulary</p> <p>- makes connections with limited effectiveness</p>	<ul style="list-style-type: none"> <li>- applies knowledge and skills with some effectiveness</li> </ul> <p>- demonstrates some ability to apply verb tenses, language structures, and vocabulary</p> <p>- makes connections with some effectiveness</p>	<ul style="list-style-type: none"> <li>- applies knowledge and skills with considerable effectiveness</li> </ul> <p>- demonstrates considerable ability to apply verb tenses, language structures, and vocabulary</p> <p>- makes connections with considerable effectiveness</p>	<ul style="list-style-type: none"> <li>- applies knowledge and skills with a high degree of effectiveness</li> </ul> <p>- demonstrates a high degree of ability to apply verb tenses, language structures, and vocabulary</p> <p>- makes connections with a high degree of effectiveness</p>

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