



Français 10 Course Outline

In French 10, students will continue to learn skills and content in the four main areas of language learning: **SPEAKING, LISTENING, READING** and **WRITING** through a variety of themes, including: myself (school, family, and interests), surviving in a French-speaking milieu (getting around town, following directions, locating buildings/landmarks, ordering food) travel and francophone culture.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of French.	Expressing ourselves and engaging in conversation in French involves courage, risk taking, and perseverance.	Acquiring a new language can shape our perspective and identity.	Cultural expression can take many different forms.	Acquiring French allows us to interact with the Francophone world.	Acquiring French allows us to explore diverse opportunities .
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LEARNING STANDARDS

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Explore and derive meaning from a variety of texts • Use a range of strategies to support communication • Seek clarification of meaning • Make word choices to convey meaning • Engage in conversations about familiar topics • Express themselves with increasing fluency, both orally and in writing • Narrate stories, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Explore regional variations in French • Explore Francophone cultural expression • Recognize connections between language and culture • Recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada • Explore the lives and contributions of Francophone Canadians • Explore the importance of story in personal, family, and community identity • Engage in experiences with Francophone communities and people 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • commonly used vocabulary and sentence structures for communication in past, present, and future time frames: <ul style="list-style-type: none"> – various types of questions – sequences of events – degrees of likes and dislikes – hopes, dreams, desires, and ambitions – opinions about familiar topics • elements of a variety of types of texts • common elements of stories • idiomatic expressions from across <i>la francophonie</i> • lives of Francophone Canadians and their contributions to society • ethics of cultural appropriation and plagiarism

Evaluation

FORMATIVE - Practice and Learning Throughout the Year

Students will receive descriptive or informal feedback throughout the year. The purpose of this type of assessment is to help students understand where they are with their learning and what they need to do in order to improve. Students will also have many opportunities to reflect on their own learning throughout the year. It is expected that students will use the feedback they receive to address the following three questions:

- Where am I now? What can I do well?
- Where do I want to go? What goals will I set?
- What do I need to do / to improve to get there?

SUMMATIVE - Formal Assessment relating to established Learning Standards at the end of a Topic/a Unit/the Year

Students will receive feedback with a letter grade. The purpose of this type of assessment is to determine the student's level of achievement in relation to the learning standards. These assessments will be used to determine students' marks for each formal reporting period. Assessments include:

- Projects (individual and small group)*
- Presentations / Role Plays / Conversations*
- Writing pieces*
- Listening and Reading Assessments*
- Quizzes on Language Structures*

Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected learning standards
B	Proficient	The student demonstrates very good performance in relation to the expected learning standards
C+	Applying	The student demonstrates good performance in relation to the expected learning standards
C	Developing	The student demonstrates satisfactory performance in relation to the expected learning standards
C-	Emerging	The student demonstrates minimally acceptable performance in relation to the expected learning standards
F	Not Yet Meeting	The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning standards
I	In Progress, Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning standards

My son or daughter has reviewed the course outline, assessment, and expectations with me.

Signed: _____
Parent/Guardian
Student
Date

Contact: _____
Email address of Parent / Guardian