



Français 11 Course Outline

In French 11, 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, interests), world cuisine (describing and ordering food from around the world), childhood memories (looking back on preferences and experiences in early childhood), and francophone culture.

BIG IDEAS

Listening and viewing with intent supports our acquisition of French.	The communicative context determines how we express ourselves.	Language and culture are interconnected and shape our perspective, identity, and voice.	Exploring diverse forms of cultural expression promotes greater understanding of our own cultural identity.	Acquiring French provides a unique opportunity to access and interact with the Francophone world.	Developing proficiency in French provides 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 interpret a wide variety of texts • Identify perspectives in texts • Use a range of strategies to support communication • Derive and negotiate meaning in a wide variety of contexts • Respond personally to a variety of texts • Make word choices and adjust register to express intended meaning • Adjust speech and writing to reflect different purposes • Engage in meaningful conversations on a variety of topics of interest • 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 • Explore 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 importance of story in personal, family, and community identity • Engage in experiences with Francophone communities and people • Identify and explore personal, educational, and professional opportunities requiring proficiency in French 	<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"> – questions – sequences of events – predictions – personal experiences – opinions – comparisons and contrasts • elements of a variety of types of texts • register and language etiquette • idiomatic expressions from across <i>la francophonie</i> • 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 demonstrate 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 with me.

Signed: _____
Parent/Guardian
Student
Date

Contact: _____
Email address of Parent / Guardian