

LOCALLY DEVELOPED COURSE OUTLINE

French - Vernacular25-5

Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

Oct. 5, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-5	125.00	09/01/2018	08/31/2020	Developed	Authorization	G11

Course Description

This course will help continue the French Immersion experience, promote second language learning and all its benefits, and will encourage students to continue to learn in French.

This course is intended for students currently enrolled in High School French Immersion. The single greatest need for French Immersion students coming out of high school is the ability to communicate in French in a social, as opposed to an academic, context.[1] This course will include the use of technologies to bring the francophonie to the classroom. Other materials and tools will also help students to understand correct and colloquial spoken and written form.

Beyond the course, students will be encouraged to attend a federally sponsored summer language experience in a Francophone area outside of Alberta to further develop the ability to communicate in French.

[1]Please see the following research for further information regarding the importance of the vernacular:

- Skogen, Rochelle. Holding the Tension in the Sphere of the Between, French Immersion Graduates in a Francophone post secondary institution. Unpublished doctoral dissertation. Department of Elementary Education. University of Alberta, Edmonton, Alberta, Canada, 2006.

- Mandin, Lucille & Desrochers, Claire. Building the Future of French Immersion Programs – A Fine Balance. Journal de l'immersion Journal.

Course Prerequisites

French Vernacular 25 prerequisite (any one of the following):

- French Vernacular 15 OR
- French Language Arts 10-1 OR
- French Language Arts 10-2

Sequence Introduction (formerly: Philosophy)

At the end of this course, students will be able to communicate socially in French, both orally and in writing.

Greater emphasis on experiential learning both in and out of the classroom. Inspiring Education: A Dialogue with Albertans (April 2010), p. 24.

The integration of multiple perspectives, including cultural, in the learning experience. Inspiring Education: A Dialogue with Albertans (April 2010), p. 24.

Student Need (formerly: Rationale)

A very specific need of French Immersion students is the need to increase competence in the vernacular. Typically, French Immersion students are deficient when communicating in social situations. The social aspect of the target language has been identified as a key factor in French Immersion program attrition. This course will help continue the French Immersion experience, promote second language learning and all its benefits, and will encourage students to continue to learn in French.

To be best prepared, the students need to experience and interact with the French language more so than the academics within the curriculum. This course will give them that opportunity and prepare them for real life situational use of their French.

Separate from this course, students in French Immersion have the opportunity to write the DELF (diplôme d'études en langue française: for beginners and intermediate-level learners) examination. The DELF is a diploma awarded by the French Ministry of Education to prove the French language skills of non French candidates. It is recognized world wide. There are six independent diplomas, which correspond, respectively, to the six levels of the Council of Europe's Common European Framework of Reference for Languages (CEFR). 4 levels are available to the students: A1,A2,B1,B2. This course will assist in preparing students for the DELF examination.

Scope and Sequence (formerly: Learner Outcomes)

Spoken reception / Listening
Overall reading comprehension
Overall spoken production
Overall spoken interaction
Writing

Guiding Questions (formerly: General Outcomes)

- 1 Demonstrates an understanding of factual information about common everyday or school related topics, identifying both general and specific details**
- 2 Identifies the main points of clear speech on familiar matters usually encountered in school and during leisure**
- 3 Reads factual texts on subjects related to his / her interests with a satisfactory level of comprehension**
- 4 Fluently presents a description on one of a variety of subjects in a field of interest, present sequentially**
- 5 Communicates with some confidence on familiar routine and non routine matters**
- 6 Exchanges, checks and confirms information and explains why something is a problem**
- 7 Expresses thoughts on abstract, cultural topics**

- 8 Communicates using a wide range of simple language to deal with most situations likely to arise while travelling**
- 9 Writes letters expressing different opinions and giving detailed accounts of personal feelings and experiences**
- 10 Establishes a safe and secure online presence to communicate with others**

Learning Outcomes (formerly: Specific Outcomes)

1 Demonstrates an understanding of factual information about common everyday or school related topics, identifying both general and specific details	25-5
1.1 Describes the key points of a presentation or demonstration with visual support on a familiar topic, understanding explanations given	X
1.2 Determines the main points of what is said in a guided tour monologue, provided the delivery is clear and relatively slow	X
1.3 Demonstrates an understanding of simple technical information	X
1.4 Extrapolates key phrases used in public announcements at airports, stations, and on planes, buses and trains, provided these are clearly articulated	X

2 Identifies the main points of clear speech on familiar matters usually encountered in school and during leisure	25-5
2.1 Selects important information presented in recorded or broadcast audio material on topics of personal interest	X
2.2 Relates the main points of radio news bulletins and simpler recorded material about familiar subjects	X

3 Reads factual texts on subjects related to his / her interests with a satisfactory level of comprehension	25-5
3.1 Corresponds regularly with a pen friend, describing events, feelings, and wishes in personal letters	X
3.2 Provides a detailed account of events and experiences found in personal letters, emails, or postings	X
3.3 Identifies what factual texts in magazines, brochures, or in the web, are about and decides whether the information might be of practical use through scanning	X

3.4 Recognizes important information about preparation and usage on the labels on foodstuffs and medicine	X
3.5 Identifies important information in simple advertisements in newspapers or magazines	X
3.6 Distinguishes people's point of view in short texts on subjects that are familiar or of current interest	X
3.7 Discovers the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions	X
3.8 Demonstrates understanding of simple instructions given on packaging	X
3.9 Connects information from the description of places, events, explicitly expressed feelings and perspectives in narratives, guides, and magazine articles, that are written in everyday language	X
3.10 Describes the events of a journey and the experiences and discoveries the person made after reading a travel diary	X
3.11 Describes the main concepts in TV programs on topics of personal interest, such as interviews, short lectures, and news reports, when the delivery is relatively slow and clear	X
3.12 Recounts the plot of films in which visuals and action carry much of the story line	X

4 Fluently presents a description on one of a variety of subjects in a field of interest, present sequentially	25-5
4.1 Relates detailed accounts of experiences, describing feelings and reactions	X
4.2 Expresses details of unpredictable occurrences, e.g. an accident	X
4.3 Describes dreams, hopes, and ambitions, with clarity	X
4.4 Describes how to do something, using detailed instructions	X
4.5 Reports factual information on a familiar topic provided he / she can prepare beforehand	X
4.6 Develops an argument that can be easily followed	X
4.7 Provides simple reasons to justify a viewpoint on a familiar topic	X

4.8 Presents short, rehearsed announcements on a topic pertinent to everyday occurrences in his / her field of interest	X
4.9 Delivers a prepared presentation on a familiar topic, outlining similarities and differences	X
4.10 Responds to follow up questions after a presentation	X

5 Communicates with some confidence on familiar routine and non routine matters	25-5
5.1 Starts up conversations and helps to keep them going by asking people questions and expressing reactions and opinions on familiar subjects	X
5.2 Enters conversations on familiar topics without preparation	X
5.3 Expresses and responds to feelings such as surprise, happiness, sadness, interest, and indifference	X

6 Exchanges, checks and confirms information and explains why something is a problem	25-5
6.1 Articulates a point of view clearly, but has difficulty engaging in debate	X
6.2 Explains why something is a problem and discusses what to do next	X
6.3 Repeats part of what someone has said, to confirm understanding	X

7 Expresses thoughts on abstract, cultural topics	25-5
7.1 Compares and contrasts alternatives, discussing what to do, where to go, who or which to choose	X
7.2 Conveys personal views and opinions when discussing topics of interest	X
7.3 Expresses belief, opinion, agreement, and disagreement politely	X

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8 Communicates using a wide range of simple language to deal with most situations likely to arise while travelling	25-5
8.1 Explains how to deal with most transactions that may arise when arranging travel and taking a vacation	X
8.2 Asks for explanations regarding products, in order to make decisions, and posing follow up questions as necessary	X
8.3 Asks for and follows detailed directions for destinations, similar to when on vacation	X
8.4 Obtains more detailed information to clarify a situation	X
8.5 Carries out a prepared interview	X
8.6 Carries out a structured interview using a prepared questionnaire, using simple follow up questions	X
8.7 Carries on conversations over the phone for everyday purposes	X
8.8 Describes important details over the phone concerning an unexpected incident that may occur when travelling	X
8.9 Follows clearly articulated speech directed at him / her in everyday conversation	X

9 Writes letters expressing different opinions and giving detailed accounts of personal feelings and experiences	25-5
9.1 Replies to an advertisement in writing and asks for further information on items which interest him / her	X
9.2 Writes basic formal emails / letters to make a complaint and request action	X
9.3 Corresponds using personal letters describing experiences, feelings, and events, in some detail	X
9.4 Writes down messages communicating enquiries and explaining problems	X
9.5 Communicates by writing notes to convey simple information of relevance to friends, service people, teachers, and others, in his / her everyday life	X

10 Establishes a safe and secure online presence to communicate with others	25-5
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10.1 Posts online accounts of social events, experiences, and activities, referring to embedded links and media, and sharing personal feelings	X
10.2 Interacts online with a partner or small group when working on a project, provided there are visual aids such as images, statistics, and graphs, to clarify more complex concepts	X

Facilities or Equipment

Facility

There are no special facilities or spaces required for the implementation of this course.

Facilities:

Equipment

There is no additional equipment required for the implementation of this course.

Learning and Teaching Resources

No specific resources are required for this course.

Sensitive or Controversial Content

No sensitive or controversial content identified.

Issue Management Strategy

Health and Safety

No directly related health or safety risks.

Field trips will follow school authority policies and practices.

(Summer language experiences are not part of the course.)

Risk Management Strategy

Statement of Overlap with Existing Programs

English Language Arts 10-1, 10-2, 20-1 and 20-2

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- 2.1.4 Use a variety of appropriate reference strategies and reference technologies to aid understanding

- 4.1.4 (b), (c), (d) Use production, publication and presentation strategies and technologies consistent with context

- 4.4 Edit text for matters of correctness

Reasoning as to Why LDC Is Necessary

The goal of French Vernacular 25 is to provide more and varied opportunities to bring francophonie into the classroom to continue to build students' skills in understanding correct spoken and written form.

English Language Arts 30-1 and 30-2

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- 2.1.4 (from 30-1) Use a variety of appropriate reference strategies and reference technologies to aid understanding.

- 2.2.1 (d) (from 30-1) Relate form, structure and medium to purpose, audience and content.

- 4.1.4 (b), (c), (d) (from 30-1) Use production, publication and presentation strategies and technologies consistent with context.

- 4.2.4 (from 30-2) Edit text for matters of correctness.

Reasoning as to Why LDC Is Necessary

(Consistent with the reasoning provided for ELA 10-1, 10-2, 20-1 and 20-2)

The extended knowledge and practical applications will better the understanding of the vernacular within the situation. Extensions to using social media at a more personal level fits well with introductions through the curriculum.

- There are always television, radio and film messages that are relevant to the students' interests, and the understanding they receive from the curriculum will be applied to further their abilities.

- Understanding when one needs clarification is a continuous learning activity.

- Advertising is always changing, and students must continue to look at messages from advertising as they meet challenges in life.

- The learning presented in the curriculum regarding point of view is another life skill and is something we need to learn to apply in numerous situations.

- Strategies around conversations is not a static concept. These strategies are very much situation based and are continually improved through involvement in varied conversations on varied topics and resources.

French Language Arts 10-1 and 10-2

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- understanding messages from television, radio and film
- understanding when they need clarification
- understanding elements of advertisements
- defending a point of view

Reasoning as to Why LDC Is Necessary

The extended knowledge and practical applications will better the understanding of the vernacular within the situation. Extensions to using social media at a more personal level fits well with introductions through the curriculum.

- There are always television, radio and film messages that are relevant to the students' interests, and the understanding they receive from the curriculum will be applied to further their abilities.
- Understanding when one needs clarification is a continuous learning activity. We as adults also need and use this skill on a continuous basis.
- Advertising is always changing, and students must continue to look at messages from advertising as they meet challenges in life.
- The learning presented in the curriculum regarding point of view is another life skill and is something we need to learn to apply in numerous situations.
- Strategies around conversations is not a static concept. These strategies are very much situation based and are continually improved through involvement in varied conversations on varied topics and resources.

French Language Arts 20-1 and 20-2

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- working with argumentative texts
- distinguishing essential information
- understanding French expression in magazines, Internet, and newspapers
- using information to ensure understanding

Reasoning as to Why LDC Is Necessary

- With the understanding of argumentative texts, the students will be able to respond to real life situations using this knowledge.
- We need to be able to distinguish what is essential to our understanding and what is not a life skill. It is ongoing throughout our curriculum.
- This course is focused on the vernacular used in media and keys in on understanding the messages and appropriate uses of vernacular used.
- We all determine what information we need to verify our understanding. This is an ongoing life skill and an extension of the curriculum.

- We express points of view throughout life so it is a skill that will be enhanced through the activities presented.
- Learning the vernacular will aid in choosing appropriate language for varying situations.
- Students will have to understand strategic communication so this will be an extension and will complement the present program of studies.

French Language Arts 30-1 and 30-2

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- working with argumentative texts
- distinguishing essential information
- understanding French expression in magazines, Internet, and newspapers
- using information to ensure understanding

Reasoning as to Why LDC Is Necessary

With the understanding of argumentative texts, the students will be able to respond to real life situations using this knowledge.

- We need to be able to distinguish what is essential to our understanding and what is not as a life skill. It is ongoing throughout our curriculum.
- This course is more a look at the vernacular used in media and keys in understanding the messages and appropriate uses of vernacular used.
- We all determine what information we need to verify our understanding. This is an ongoing life skill and an extension of the curriculum.
- We express points of view throughout life so it is a skill that will be enhanced through the activities presented.
- Learning the vernacular will aid in choosing appropriate language for varying situations.
- Through ongoing verbal practice, students will have to understand strategic communication, so this will be an extension and will complement the present program of studies.
- The extended knowledge and practical applications will better the understanding of the vernacular in the situation. Extensions to using social media at a more personal level fits well with introductions through the curriculum.

French Vernacular 15

Identified Overlap/Similarity

- identify overlap or similarity here (if none, state “none” – shows comparison occurred)

- learning of the vernacular
- emphasis on social situations

Reasoning as to Why LDC Is Necessary

- As French Vernacular serves as a base for students to understand the idiosyncrasies of the French language, this course extends that learning to more precise real life situations.
- When students leave our buildings, we have to have them prepared to use their learning in a variety of situations. With confidence in communicating in social situations, students will be

far more likely to continue using their French language skills. (4)

(4) Punched, I. (2002) *Improving immersion student oral proficiency by fostering the use of extended discourse*. ACIE Newsletter. Mougeon, R., Rehner, K., & Nadashi, T. (2004). *The Learning of Spoken French Variation by Immersion Students from Toronto, Canada*. Journal of Sociolinguistics, 8(3), 408-432.

Student Assessment

No specific assessment required.

(The DELF examination is outside of the course.)

Course Approval Implementation and Evaluation

No specific processes.

