

LOCALLY DEVELOPED COURSE OUTLINE

French Vernacular15-5

Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

Jun. 9, 2017

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>
15-5	125.00	06/09/2017	08/31/2020	Acquired	Authorization	G10 G11 G12

Course Description

This course is intended for students currently enrolled in High School French Immersion (grades 10-11-12). 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 use technologies (Internet sites, blogs, audio materials, video materials, etc.) to bring the *francophonie* to the classroom. Other materials and tools will also help students to understand correct spoken and written form. Emphasis will be placed on classroom work. Assessment will be in the form of projects developed by the students. There will be no final exam. It is recommended and encouraged that students take a day trip to Edmonton's *Quartier français*, to cap off the course, but note that this is not a requirement for course completion. In addition to the recommended semi-local francophone visit, a co-curricular component, in which students attend a federally sponsored summer language experience in a Francophone area outside of Alberta will be encouraged.

^[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 Unpublished doctoral dissertation.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

Students need to have completed French Immersion studies up to grade 9, and currently be enrolled in High School French Immersion to take this course.

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

[Inspiring Education: A Dialogue with Albertans](#)(April 2010), p. 26

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 is particularly the case in rural settings where it is difficult to offer French Immersion beyond grade nine. 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.

Scope and Sequence (formerly: Learner Outcomes)

Students will speak correct and idiomatic French with a good range of sentence structure, lexis and expression according to context.

Guiding Questions (formerly: General Outcomes)

- 1 Students will speak correct and idiomatic French with a good range of sentence structure, lexis and expression according to context.**
- 2 Students will write correct and idiomatic French with a good range of sentence structure, lexis according to context.**
- 3 Students will demonstrate an understanding of "la francophonie" in Alberta and around the world; socially, culturally and politically.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will speak correct and idiomatic French with a good range of sentence structure, lexis and expression according to context.	15-5
1.1 Students will read and analyze French syntax from various listening materials (ex. French songs, comptines, radio and television shows, internet sites, documentaries, dvds, theatre scripts, speeches, humorous anecdotes, interviews, advertisements, etc.)	X
1.1.1 relationships	X
1.1.2 knowledge of past and present	X
1.1.3 practices and products	X
1.1.4 past and present perspectives	X
1.1.5 diversity	X
1.2 Students will simulate situations in which oral vernacular French is used (ex. giving directions, re-telling anecdotes, informal conversations, etc.).	X
1.2.1 relationships	X
1.2.2 knowledge of past and present	X
1.2.3 practices and products	X
1.2.4 past and present perspectives	X
1.2.5 diversity	X
1.3 Students will participate in activities that encourage spontaneous spoken, vernacular French (ex. theatre sports, conversational French activities, phone calls to French organizations, etc.).	X
1.3.1 relationships	X
1.3.2 knowledge of past and present	X
1.3.3 practices and products	X
1.3.4 past and present perspectives	X

1.3.5 diversity	X
1.4 Students will identify how second language acquisition is a means to develop socially and intellectually in school and in the community.	
1.5 Students will communicate with francophone students in Alberta, another province or another country through video-conferencing, skype etc for real interaction in the target language	

2 Students will write correct and idiomatic French with a good range of sentence structure, lexis according to context.	15-5
2.1 Students will transcribe and discuss various French materials (fiction and non-fiction, audio texts, visual representations, etc.) in order to analyze and understand correct written form in French.	X
2.1.1 Soundâ?"Symbol System	X
2.1.2 Lexicon	X
2.1.3 Grammatical structures	X
2.1.4 Mechanical Features	X
2.1.5 Discourse Features	X
2.2 Students will build a French vocabulary appropriate for the context in order to communicate in writing. (e.g, blogs, emails, etc)	X
2.2.1 Listening	X
2.2.2 Viewing	X
2.2.3 Speaking	X
2.2.4 Representing	X
2.2.5 Reading	X
2.2.6 Writing	X
2.3 Students will simulate situations in which written vernacular French is used (ex. personal letters, letters to the editor, written instructions, writing advertisements, etc.)	

2.4 Students will initiate activities that encourage spontaneous written, vernacular French (e.g., emails, blogs, texting, etc.)	
2.5 Students will communicate with francophone students in Alberta, another province or another country through emails, blogs, etc. for real interaction in the target language.	

3 Students will demonstrate an understanding of "la francophonie" in Alberta and around the world; socially, culturally and politically.	15-5
3.1 Students will develop an understanding of "la francophonie" in their community, province, country and internationally.	X
3.1.1 Discover and Explore	X
3.1.2 Clarify and Extend	X
3.2 Students will take virtual tours of various French speaking places around the world to understand the similarities and differences.	X
3.2.1 Use Strategies and Cues	X
3.2.2 Respond to various forms of the language	X
3.2.3 Understand Forms, Techniques and Protocols	X
3.3 Students will describe the French quarter of Edmonton to indicate an appreciation of francophone communities in Alberta (e.g., La cité francophone, Campus St. Jean, etc.)	X
3.3.1 Select and Process	X
3.3.2 Plan and Focus on response	X
3.3.3 Organize and Assess	X

Facilities or Equipment

Facility

There are no special facilities or spaces required beyond that which constitute a standard high school humanities classroom.

Facilities:

Equipment

There is no additional equipment required for the implementation of this course, beyond that which constitutes a standard high school humanities classroom. Internet connectivity is considered beneficial.

Learning and Teaching Resources

Resource selection, both print and electronic, will be made in consultation with the teacher and the Aspen View Second Language Coordinator.

Sensitive or Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed with school administration prior to coverage in class.

Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's Edge *Policy 2-09 Teaching About Controversial Issues*.

Issue Management Strategy

Health and Safety

All Chinook's Edge School Division No. 73 health and safety procedures will be followed as per standard classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health and Safety*.

Should students be taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

Risk Management Strategy

Statement of Overlap with Existing Programs

While this program may overlap with French as a Second Language 10/20/30 and Francais 10/20/30, this program enhances and enriches the learning opportunity for students.

Student Assessment

Students will be evaluated according to the following criteria.

- Skill Competency (80%): This will include performance tasks, peer evaluation, self-evaluation, rubrics, descriptive feedback, checklists, quizzes, projects, presentations, dictations, etc. Skill competency will be weighted as follows:

- Oral Competency 40%

- Written Competency 40%

- Classroom participation (20%) This will include student self-evaluation in consultation with the teacher.

The exact nature of each of these evaluation materials will be determined by the classroom instructor. Assessment, both formative and summative, will focus on learning. Included are some assessment examples and their accompanying activities.

Course Approval Implementation and Evaluation

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor this course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise course implementation at the school level.

Course prerequisites, copyright privileges, and conditions listed by the developing school board will be strictly adhered to.

