

Public and Catholic District School Board Writing Partnerships

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

Course Profile Immersion French

Grade 12
University Preparation
FIF4U

• *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.

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.

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Acknowledgments

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Course Overview

Immersion French, FIF4U, Grade 12, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, French As a Second Language – Core, Extended, and Immersion 2000.*

Prerequisite: French Immersion, Grade 11, University Preparation

Course Description

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

How this Course Supports the Catholic School Graduate Expectations

Students are expected to listen, speak, read, write sensitively, and respond in French in light of Gospel values. They are expected to be responsible citizens who respect the Catholic teachings of peace, justice and the sacredness of human life. 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 toward 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 teaching 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 FIF4U. 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 (questionnaires, surveys). The teacher should also be sensitive to the personal nature of the experience and support students in avoiding disclosure and discussion of sensitive issues.

When planning and implementing this course, we have taken into consideration that Unit 1 deals with French literature from France. In order to balance this out, we suggest that the novel under study in Unit 3 be from French-Canadian literature. However, the novel for the independent research can be either French or French-Canadian.

Units: Titles and Time

* Unit 1	La littérature à travers les âges	35 hours
Unit 2	Lisons entre les lignes	35 hours
* Unit 3	Le pouvoir de la plume	40 hours

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: La littérature à travers les âges

Time: 35 hours

Unit Description

Through the study of *chansons de geste*, poems, prose, tragedy, and comedy, students explore the different literary movements from the Middle Ages to the twentieth century. The culminating activity is an independent presentation of a literary movement of the twentieth century. Students apply appropriate strategies to read, understand, interpret, and present information in light of the Gospel values.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.04, RE1.06, RE2.01, RE2.02, RE2.05, RE2.06, WRV.04, WR2.01 CGE 2a, CGE 7g	Knowledge/Understanding	Discovery of the main literary movements from the Middle Ages to the 20th century
2	OCV.04, OC2.03, OC3.01, OC3.02, OC3.03, OC3.05, REV.03, REV.04, RE2.01, RE2.02, RE2.03, RE2.05, RE2.06, WRV.02, WRV.04, WR2.01, WR2.02 CGE 1a, CGE 1j, CGE 2b, CGE 5b	Thinking/Inquiry Communication Application	Literature of the Middle Ages
3	OCV.03, OCV.04, OC3.02, REV.03, REV.04, RE2.02, RE2.04, RE2.05, RE2.06, WRV.04, WR1.02, WR2.01, WR2.02, WR2.04, WR2.05 CGE 2b, CGE 2c, CGE 2e, CGE 3e	Knowledge/Understanding Thinking/Inquiry Communication Application	16th century: the study and creation of a poem
4	OCV.03, OC3.01, REV.01, REV.03, REV.04, RE1.01, RE2.02, RE2.04, RE2.06, WRV.02, WRV.04, WR1.05 CGE 1j, CGE 2b, CGE 5b	Knowledge/Understanding Thinking/Inquiry Communication Application	Thematic comparison of a tragedy and a comedy of the 17th century
5	OCV.04, OC1.02, OC3.05, REV.03, REV.04, RE2.01, RE2.02, WRV.04, WR2.02, WR2.05 CGE 2a, CGE 2b	Knowledge/Understanding Thinking/Inquiry Communication Application	Cultural influences on writing in the 18th century
6	OCV.04, REV.01, REV.03, REV.04, RE1.02, RE2.03, RE2.06 CGE 2b	Thinking/Inquiry Communication Application	Biographical influences on writings in the 19th century
7	OCV.02, OCV.04, OC2.02, OC3.03, OC3.04, OC3.05, REV.04, RE2.06 CGE 2b, CGE 2c, CGE 2d, CGE 7g	Thinking/Inquiry Communication	Analysis and presentation of a 20th century poem

Note: The selection of the literary movements is merely a suggestion. The choice of these movements is left to the discretion of each individual teacher based on their interest and expertise.

Unit 2: Lisons entre les lignes

Time: 35 hours

Unit Description

Students view and read various media works dealing with current events and react to them in oral and written form. The culminating activity is the presentation of a personal point of view dealing with a controversial issue. Students apply appropriate strategies to locate, read, and understand information founded on the universal values of peace, justice, and solidarity. Students also demonstrate their critical and ethical understanding through discussion and writing using Christian values.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, OCV.04, OC1.02, OC1.03, OC3.01, OC3.02, OC3.03 CGE 2a	Thinking/Inquiry Communication	Viewing and critique of a media debate
2	OCV.01, OCV.04, OC1.02, OC2.04, OC3.01, OC3.02, OC3.03 CGE 1d, CGE 1e, CGE 1i, CGE 2c, CGE 2d, CGE 2e, CGE 3b, CGE 3c, CGE 7d	Thinking/Inquiry Communication	Proposing a solution to a social issue
3	OCV.01, OCV.04, OC3.01, OC3.02, OC3.03, REV.04, RE1.03, RE1.04, RE1.05, RE2.01, RE2.06 CGE 1d, CGE 1e, CGE 1i, CGE 2b, CGE 2c, CGE 2d, CGE 2e, CGE 3b, CGE 7d	Knowledge/ Understanding Thinking/Inquiry Communication	Debate of a controversial issue
4	OCV.02, OCV.03, OCV.04, OC1.01, OC2.01, OC2.02, OC3.04, OC3.05, REV.02, RE2.03, RE2.05, WRV.01, WRV.02, WRV.03, WRV.04, WR1.03, WR1.05, WR2.01, WR2.02, WR2.04, WR2.05 CGE 1e, CGE 1i, CGE 2c, CGE 2d, CGE 2e, CGE 3b, CGE 5b, CGE 7d	Application Communication	Writing and presentation of a personal point of view on an issue not yet explored in class

Note: Due to the fact that students have dealt with media in FIF1D, FIF2D and FIF3U it would be important that the teacher uses his/her own discretion to ensure that there is no repetition.

Unit 3: Le pouvoir de la plume

Time: 40 hours

Unit Description

Through the study of a French-Canadian novel, students gain an understanding of French-Canadian literature from its inception to the twentieth century. Students study the author and how his/her environment influenced his/her writing. Through an in-depth study of the novel students explore the elements of theme, character analysis, and plot. The creative writing assignment is based on students assuming the role of a character from the novel and presenting it to the class in a dramatization. The culminating activity is an independent study/formal essay based on a different francophone novel. The study of the novel emphasizes the view of a Christ-centred person respectful of the diversity and interdependence of the world's peoples and cultures.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.04, WRV.04 CGE 2c	Knowledge/ Understanding	Discovery of French-Canadian literature
2	OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.02, WRV.04 CGE 7g	Knowledge/ Understanding	Biographical study of the author
3	OCV.02, OCV.04, OC1.02, OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.04, RE1.02, RE2.01, RE2.02, RE2.06, WRV.01 CGE 1j, CGE 2b, CGE 2d	Thinking/ Inquiry Communication	In-depth analysis of the novel
4	OCV.02, OCV.04, OC2.02, OC3.01, OC3.02, OC3.04, OC3.05, RE2.06, WRV.04, WR1.01, WR1.05, WR2.01, WR2.02, WR2.04, WR2.05 CGE 2c, CGE 2d, CGE 5g	Communication Application	Creative writing in form of diary entries
5	REV.01, REV.02, REV.04, RE2.06, WRV.02, WRV.03, WRV.04, WR1.04, WR1.05, WR2.01, WR2.02, WR2.03, WR2.04, WR2.05 CGE 2b, CGE 2c, CGE 2d, CGE 4f, CGE 5b, CGE 5g	Thinking/ Inquiry Communication Application	Independent study of another author's novel

Note: The novel, chosen for the independent study/formal essay, must be approved by the teacher.

Teaching/Learning Strategies

The teaching/learning strategies outlined in these units are directly linked to the learning expectations and their corresponding assessment strategies. They have also been developed to maintain the students' interest and involvement in order to maximize student achievement. The teacher should review unit planning notes and the teaching/learning strategies appropriate to the specific unit for optimum delivery of course material. The following teaching/learning strategies are suggested:

The teacher:

- brainstorming
- cooperative learning activities
- directed reading-thinking activities
- directed teaching
- formal and informal presentation of notions and concepts

Students:

- community involvement
- computer assisted learning
- conferencing
- debating
- demonstration
- discussion
- expressing another point of view
- guided reading
- guided writing
- homework

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- independent reading/study
 - memorizing
 - mnemonic devices
 - note making
 - open-ended questions
 - oral explanation
 - peer coaching
 - peer practice
 - read aloud
 - reading response
 - research
 - review
 - role playing
 - strategic pairing
 - technology
 - writing process

Assessment & Evaluation of Student Achievement

A final grade is recorded for the Grade 12 French Immersion course and a credit is granted if a student's grade is 50 % or higher.

The final grade is determined as follows:

- Seventy per cent of the grade is based on assessment and evaluations throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. This should also reflect all four categories of the Achievement Chart.
- Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Diagnostic

- Prior knowledge
- Questions and answers
- Quizzes, tests
- Language exercises

Formative

- Conferencing
- Brainstorming activities
- Reading comprehension questions
- Interviews
- Journals/Learning logs
- Portfolios
- Quizzes, tests

Summative

- Research project
- Classroom presentation
- Performance task
- Portfolios
- Tests, examination

Recording Tools

- Checklist
- Rating scale
- Rubric
- Marking Scheme

By

- Self
- Peer
- Teacher

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. Accommodation strategies include:

- Provide extra time for processing.
- Use strategic pairing.
- Involve student in school, area and/or provincial events (e.g., *concours oratoire*).
- Allow students to tape lessons for more intensive review at a later time.
- Support oral instruction with print or visual aids whenever possible.
- The summary could be taped, or written in Braille for students who have difficulties with vision.
- Encourage oral discussion prior to and after reading to increase students' level of comprehension.
- Provide opportunities for alternate modes for information sharing (e.g., videos, plays, graphics, tapes, to support reading comprehension).
- Provide appropriate technology for screen readers.
- Students may need books enlarged, taped, brailled.
- Have students use a computer with French language software for word processing, proofreading, editing (e.g., spell and grammar checker).
- Encourage drafts and suggest ways to improve drafts.
- Provide frequent opportunities for feedback on students' draft writing.
- Provide opportunities to write in French for a variety of purposes: class play, school newspaper, school pamphlets, advertising, script for video-taping, commercial publication.
- Provide reinforcement exercises for extra practice.
- Allow peer editing.
- Adapt the assessment format (e.g., oral, practical demonstration, interview, construction, tape-recorded test).
- Provide testing/assessment accommodations (quiet environment, extra time, oral responses).
- Highlight key words or phrases for emphasis.
- Make use of verbal tests or provide students with a reader or a scribe.

Resources

The teacher is encouraged to use the resources that are available to him/her in his/her own school. Units in this 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 publications, the teacher needs to ensure that their board has a Cancopy licence and that this licence 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 licence 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.

Beelen Woody, Diane. *Pratique de l'écriture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83601-7
Bouraoui, Heidi et Jacques Flamand. *Écriture Franco-Ontarienne d'Aujourd'hui*. Ottawa : Les Éditions de Vermillon, 1989. ISBN 0-919925-40-5

Bernard, Jean-Paul. *Les idéologies québécoises au 19e siècle*. Montréal: Les Éditions du Boréal Express, 1973.

Bescherelle : L'art de conjuguer. Montréal : Éditions Hurtibise, 1998. ISBN 2-89428-259-1

“Blanche.” Québec : Cité-Amérique cinema television, 1993, 139 min.

Bouraoui, Heidi et Jacques Flamand. *Écriture Franco-Ontarienne d'Aujourd'hui*. Ottawa : Les Éditions de Vermillon, 1989. ISBN 0-919925-40-5

Carter, Bonnie et Georgette Bolger. *Getting Assessment Right: French As a Second Language, Grades 9 and 10*. Barrie: Data Based Directions, 2000. ISBN 1-894369-15-7

Collet, Paulette et Frank Milani. *Objectifs, langue et littérature : une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Cousture, Arlette. *Les filles de Caleb*, Tome I. Montréal : Amérique, 1985. ISBN 2-89037-618-4

Daumont-Spragg, Christiane et Robert Cottrel. *Passages*. Montréal : Centre Educatif et Culturel Inc., 1990. ISBN 2-7617-0804-0

David, Michel. *Paroles Vivantes*. Montréal : Guérin, 1992. ISBN 2-7601-2451-7

Delson-Karan, Myrna. “Les symboles dans la Petite Poule d'eau de Gabrielle Roy.” *The Canadian Modern Language Review*, V. 43 (January 1987): 357-363

Dionne, René. *Le Québécois et sa littérature*. Sherbrooke : A.C.C.T. et Éditions Naaman, 1984. ISBN 2-89040-299-1

Gauvin, Lise et Gaston Miron. *Écrivains contemporains du Québec*. Paris : Éditions Seghers, 1989. ISBN 2-232-10018-9

Geoffrion, Daniel et Alina Macfarlane, et al. *Les cours préuniversitaires de l'Ontario Français, langue seconde*. Toronto: Fédération des enseignants et enseignantes du secondaire de l'Ontario.

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume I Des origines à 1900*. Montréal : Fides, 1978. ISBN 0-7755-0675-3

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume II De 1900 à 1939*. Montréal : Fides, 1980. ISBN 2-7621-0998-1

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- Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume III De 1940 à 1959*. Montréal : Fides, 1982. ISBN 2-7621-0999-X
- Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume IV De 1960 à 1969*. Montréal : Fides, 1984. ISBN 2-7621-1059-9
- Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume V De 1970 à 1975*. Montréal : Fides, 1987. ISBN 2-7621-1190-0
- Lundy, Charles J and David W. Booth. *Interpretation: Working with Scripts*. Don Mills: Harcourt Brace Jovanovich Canada Inc., 1983. ISBN 0-7747-1210-4
- Paquin, Michel et Roger Reny. *La Lecture du roman*. Beloeil : Les Éditions La Lignée Inc., 1984. ISBN 2-920190-04-0
- Pascal, Normand. *Des chansons qui nous ressemblent*. Montréal : Productions Panor.
- Renaud, Laurier. *Protocole de présentation et de rédaction des travaux écrits*. Montréal : Guérin, 1988. ISBN-2-7601-2263-8
- Robertson, Hugh. *The Research Essay*, 4 ed. Toronto: Piperhill Publications, 1999. ISBN 0-9693068-6-5
- Simard, Jean-Paul et Réjean Blais. *Point de vue*. Montréal : Guérin, 1987. ISBN 2-7601-1803-7
- Sylvestre, Guy. *Anthologie de la poésie québécoise*. Montréal : Beauchemin, 1974. ISBN 0-7750-0080-9
- Thériault, Yves. *Agaguk*. Montréal : Québec, 1993. ISBN 2-89295-084-8
- “Les filles de Caleb.” Montréal : Ciné-Maison Bellevue, 1990.
- Thompson, Peter S. *Littérature du monde francophone : une anthologie*. Lincolnwood, Illinois: National Textbook Company in Canada, 1998. ISBN 0 8442 1588 0
- Tougas, Gérard. *Destin littéraire du Québec*. Québec : Bibliothèque Nationale du Québec, 1982. ISBN 2-89037-137-9
- Von der Porten, Edward. *Write in Style*. Logan: The Perfect Form Company, 1981.
- Weber, Karl L., Ramon Hathorn, and Neal R. Johnson. *Poésie de la France et du Canada français*. Don Mills: Longmans Canada, 1969.

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.

Agence France-Press – <http://www.wash.afp.com/Francais/home>

List of francophone media links

Centre de documentation virtuel sur la littérature et les écrivains – <http://www.litterature.org/>

French Language News and Magazines site from MIT – <http://www.wash.afp.com/Francais/liens/>

Guide de Rédaction des Travaux Universitaires – <http://www.uottawa.ca/academic/socsci/guide-fr.html>
– <http://www.ctf-fce.ca/>

L’Actualité Politique, Sociale et Culturelle de nombreux pays francophones
– <http://clicnet.swarthmore.edu/presse.ecrite.html>

Journal de Montréal – <http://www.journaldeMontréal.com/>

Journal de Québec – <http://www.journaldeQuébec.com/>

La Chanson de Roland – <http://french.chass.utoronto.ca/fre180/Roland.html>
– <http://eee.uci.edu/programs/medieval/ofclips.html>

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

Le Devoir – <http://www.ledevoir.com/>

Lexique du vieux français – <http://www.dicosdor.com>

Moyen Âge – <http://www.atreide.net/riberdy/trvetout.htm>
– <http://www.synec-doc.be/escrime/dico/anth11.htm>
Radio Canada Francomania – <http://radio-canada.ca/francomania>
Rois français du Moyen Âge – http://globegate.utm.edu/french/globegate_mirror/roisma.html
Studies in Canadian Literature – <http://www.lib.unb.ca/Texts/SCL/homepage.html>
Visages de la littérature canadienne-français – <http://www.utoronto.ca/~ic/media/vidcol/visage.html>
24 hebdomadaires et bi-mensuels de langue française à l’extérieur du Québec – <http://www.apf.ca>

OSS Consideration

Ontario Ministry of Education and Training. The Ontario Curriculum, Grades 11 and 12, French as a Second Language-Core, Extended, and Immersion French, 2000.

The Ontario Ministry of Education and Training. The Ontario Curriculum Grade 9 to 12, Program Planning and Assessment 2000.

Coded Expectations, French Immersion, Grade 12, University Preparation, FIF4U

Oral Communication

Overall Expectations

OCV.01 · understand the content and interpret the message conveyed by a variety of media works;

OCV.02 · speak with native-like fluency on a variety of topics ranging from personal life to global issues;

OCV.03 · express and explain abstract ideas;

OCV.04 · use correct grammar and appropriate language conventions during oral communication activities.

Specific Expectations

Listening

OC1.01 – demonstrate an understanding of media works by expressing ideas and opinions about the points of view and issues discussed;

OC1.02 – demonstrate an understanding of complex, informal conversations delivered with normal clarity and speed (e.g., in *québécois*, in French films);

OC1.03 – identify and explain errors and inconsistencies in persuasive speech (e.g., contradictions, factual errors, and false generalizations in media reports or debates).

Speaking

OC2.01 – express clearly and confidently their personal point of view in informal discussions;

OC2.02 – deliver a well-organized, well-thought-out presentation clearly and with confidence;

OC2.03 – debate formally and informally issues arising from reading selections;

OC2.04 – expand upon issues arising from viewing or listening to media works by analysing the message, expressing their point of view, and suggesting possible solutions.

Application of Language Conventions

OC3.01 – recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

OC3.02 – use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 – identify and correct anglicisms and errors in their speech;

OC3.04 – incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 – select vocabulary and language structures to enhance the clarity and precision of their speech.

Reading

Overall Expectations

REV.01 · read a range of literary and other works to deepen their appreciation of francophone culture around the world;

REV.02 · research a range of source materials to clarify their ideas and verify their points of view;

REV.03 · analyse and interpret complete works or excerpts from works in a variety of genres;

REV.04 · identify and understand language conventions used in their reading materials.

Specific Expectations

Comprehension and Response to Text

- RE1.01** – describe how different authors have dealt with the same themes in their works (e.g., customs, morals of the period) and relate the authors’ approach to the nature of the society in which they lived;
- RE1.02** – explain how an author’s background and philosophy (as presented in biographical and critical works) are reflected in the author’s writing;
- RE1.03** – demonstrate an understanding of different points of view on controversial issues expressed in articles or essays (e.g., by presenting arguments for and against each point of view);
- RE1.04** – analyse, critique, and interpret written text and persuade an audience to accept the author’s point of view;
- RE1.05** – identify and explain errors and inconsistencies in argumentative writing (e.g., newspaper articles, letters to the editor, political essays, philosophical works);
- RE1.06** – identify the main characteristics of several French literary movements (e.g., *le classicisme*, *le romantisme*).

Application of Language Conventions

- RE2.01** – recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- RE2.02** – identify vocabulary typical of various historical periods;
- RE2.03** – select vocabulary and language structures to enhance the clarity and precision of their speech;
- RE2.04** – compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);
- RE2.05** – expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);
- RE2.06** – use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

- WRV.01** · write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- WRV.02** · express and explain abstract ideas in their writing;
- WRV.03** · write essays and research papers on a variety of topics;
- WRV.04** · use correct grammar and appropriate language conventions in their written work.

Specific Expectations

Communication of Information and Ideas

- WR1.01** – create a piece of imaginative writing, presenting a personal point of view other than their own (e.g., the personal diary of a fictional or historical character);
- WR1.02** – use figurative language to express imagination and fantasy (e.g., in poems, songs, short stories, fables, legends);
- WR1.03** – write an essay (a minimum of 500 words) presenting a series of arguments to support a particular point of view;
- WR1.04** – write a formal research paper (1500–2000 words), complete with footnotes and bibliography;
- WR1.05** – revise their writing, focusing on organization and presentation of ideas.

Application of Language Conventions

WR2.01 – recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

WR2.02 – revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;

WR2.03 – observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);

WR2.04 – identify anglicisms used 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.

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.

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.

Unit 1: La littérature à travers les âges

Time: 35 hours

Unit Description

Through the study of *chansons de geste*, poems, prose, tragedy and comedy, students explore the different literary movements from the Middle Ages to the twentieth century. The culminating activity is an independent presentation of a poem or a song of the twentieth century. Students apply appropriate strategies to read, understand, interpret, and present information in light of the Gospel values.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Un survol des différents mouvements littéraires	2 hours	OCV.04, RE1.06, RE2.01, RE2.02, RE2.05, RE2.06, WRV.04, WR2.01 CGE 2a, CGE 7g	Knowledge/ Understanding	Creating a synopsis chart of the various literary movements
1.2a Une découverte historique du Moyen Âge	2 hours	OCV.04, OC2.03, OC3.01, OC3.02, OC3.03, OC3.05, REV.04, RE2.01, RE2.02, RE2.03, RE2.05, RE2.06 CGE 1a, CGE 2b	Thinking/ Inquiry Communication	Research the Middle Ages
1.2b La chanson de geste : la Chanson de Roland	2 hours	REV.03, REV.04, RE2.01, RE2.02, RE2.05, RE2.06, WRV.02, WRV.04, WR2.01, WR2.02, WR2.05 CGE 1j, CGE 2b	Thinking/ Inquiry Communication	Read and find religious symbolism
1.2c En français moderne s'il-vous-plaît!	2 hours	OCV.04, REV.04, RE2.02, RE2.05, RE2.06, WRV.04, WR2.01, WR2.05 CGE 5b	Application	Transcribe into modern French
1.3a La Renaissance	3 hours	OC3.02, RE2.02, RE2.05, WRV.04 CGE 2e, CGE 3e	Knowledge/ Understanding	Discover the Renaissance era through history and the arts
1.3b La poésie du 16e siècle	2 hours	OCV.03, OCV.04, REV.03, REV.04, RE2.06, WRV.04, WR1.05, WR2.02 CGE 2b	Thinking/ Inquiry Communication	Read and analyse poetry
1.3c La création d'un poème satirique	2 hours	REV.04, WRV.04, WR1.02, WR2.01, WR2.02, WR2.04 CGE 2c	Application	Write a satirical poem of the 16th century society (monarchy, aristocracy, courtesan)

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.4a Rions avec Molière!	2 hours	OCV.03, OC3.01, REV.01, REV.04, RE2.02, RE2.06 CGE 2b	Knowledge/ Understanding Thinking/ Inquiry Communication	Read, explain and dramatize an excerpt of a comedy
1.4b La tragédie	2 hours	REV.01, REV.03, REV.04, RE2.02, RE2.06 CGE 1j	Thinking/ Inquiry Communication	Read and analyse an excerpt of a tragedy
1.4c Du rire aux larmes	2 hours	RE1.01, RE2.04, WRV.02, WRV.04, WR1.05 CGE 5b	Thinking/ Inquiry Application	Write a thematic comparison of the comedy and the tragedy based on the excerpts studied in class
1.5a De Louis XIV à Louis XVI	3 hours	OCV.04, OC1.02, OC3.05 CGE 2a	Knowledge/ Understanding	View a film or a documentary depicting life in France in the 18th century
1.5b Candide	2 hours	REV.03, REV.04, RE2.01, RE2.02, WRV.04, WR2.02, WR2.05 CGE 2b	Thinking/ Inquiry Communication Application	Find the satire in Voltaire's <i>Candide</i> , explain it and respond to it in writing
1.6 Chateaubriand et La vie à Combourg	3 hours	OCV.04, REV.01, REV.03, REV.04, RE1.02, RE2.03, RE2.06 CGE 2b	Thinking/ Inquiry Application	Read La vie à Combourg and demonstrate through a discussion that it is a biographical text
1.7 Familiarisons-nous avec la poésie du 20e siècle	6 hours	OCV.02, OCV.04, OC2.02, OC3.03, OC3.04, OC3.05, REV.04, RE2.06 CGE 2b, CGE 2c, CGE 2d, CGE 7g	Thinking/ Inquiry Communication	Find and analyse a poem/song from the 20th century and present it to the class

Activity 1.1: Un survol des différents mouvements littéraires

Time: 2 hours

Description

After listening to a lecture and taking notes the students create a chronological chart of the various literary movements from the Middle Ages to the 20th century. The movements are linked with the social, political, and religious climate of each era (e.g., the Crusades, the French Revolution, etc.).

Learning Expectations

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

RE1.06 - identify the main characteristics of several French literary movements (e.g., *le classicisme*, *le romantisme*);

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

RE2.02 - identify vocabulary typical of various historical periods;

RE2.05 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Roman numerals

Planning Notes

- The teacher assigns the reading of the novel to be studied in Unit 3 at the beginning of this unit to ensure that there is enough time to complete the reading.
- The teacher consults *Lagarde et Michard* and *L'Anthologie de la littérature française* for the various literary movements. The teacher selects one or more literary movements per era according to their preference and expertise.

Teaching/Learning Strategies

1. The teacher presents the various literary movements within a political, social, and religious context and in a chronological manner through direct teaching.
2. Students take notes during the lecture.
3. The teacher assigns and explains the components of the synopsis chart to be created (see Annexe 1.1.1).
4. Students complete or create the synopsis chart using their notes.
5. The teacher guides students during the completion of the chart.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Categories
Formative	Performance Assessment	Synopsis Chart	Checklist	Knowledge/Understanding

Accommodations

- Allow opportunity for researching other literary movements not covered during the lecture.

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Appendices

Annexe 1.1.1 (synopsis chart of the main literary movements)

Activity 1.2a: Une découverte historique du Moyen Âge

Time: 2 hours

Description

Students research the main historical events in France during the Middle Ages using a variety of resources (e.g., encyclopaedias, Internet, documentaries, books). Individual discoveries are shared informally in a large group discussion directed by the teacher. Students make connections between the historical events and the religious beliefs of the Middle Ages.

Learning Expectations

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

OC2.03 - debate formally and informally issues arising from reading selections;

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

RE2.02 - identify vocabulary typical of various historical periods;

RE2.03 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE2.05 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;

CGE2b - reads, understands and uses written materials effectively.

Prior Knowledge & Skills

- Research skills

Planning Notes

- The teacher ensures that appropriate resources are available, e.g., computer, library.
- The first hour is spent doing research and the second hour is reserved for sharing information with classmates.

Teaching/Learning Strategies

1. The teacher assigns and explains a different topic to research (see Annexe 1.2.1).
2. Students research the topic using the available resources and take notes.
3. The teacher guides students in their research and clarifies questions if necessary.
4. Students share their information with the class through a teacher-directed informal discussion linking the historical events to the religious beliefs of the time, e.g., the Crusades, kingship by divine right, etc.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Personal Communication	Informal Discussion	Rating Scale	Communication

Accommodations

- Strategic pairing if necessary

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Moyen Âge – <http://www.atreide.net/riberdy/trvetout.htm>

– <http://www.synec-doc.be/escrime/dico/anth11.htm>

Rois français du Moyen Âge – http://globegate.utm.edu/french/globegate_mirror/roisma.html

Appendices

Annexe 1.2.1 (list of research topics)

Activity 1.2b: La chanson de geste : la Chanson de Roland

Time: 2 hours

Description

Students read an excerpt of the *Chanson de Roland* focusing on religious symbolism. Students write a reflection analysing the religious symbolism.

Learning Expectations

REV.03 - analyse and interpret complete works or excerpts from works in a variety of genres;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

RE2.02 - identify vocabulary typical of various historical periods;

RE2.05 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WRV.02 - express and explain abstract ideas in their writing;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;

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

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*);

CGE2b - reads, understands and uses written materials effectively.

Prior Knowledge & Skills

- Knowledge acquired during previous activity.

Planning Notes

- The recommended excerpt is *La mort des preux* or *La mort de Roland*.
- The teacher should ensure that all students are familiar with Christian religious symbolism, vocabulary, and beliefs of the Middle Ages.

Teaching/Learning Strategies

1. The teacher assigns the reading.
2. The teacher asks students to focus on the religious symbolism.
3. Students read the excerpt.
4. Students highlight the religious symbolism of the excerpt.
5. Students write a reflection analysing the religious symbolism.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Written Reflection	Marking Scheme	Thinking/Inquiry

Resources

La Chanson de Roland

<http://french.chass.utoronto.ca/fre180/Roland.html>

<http://eee.uci.edu/programs/medieval/ofclips.html>

Lagarde et Michard. Collection Littéraire du XVIe au XXe siècle. Paris : Les Éditions Bordas

Leggewie, Robert. Anthologie de la littérature française, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. Anthologie de la littérature française, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.2c: En français moderne s'il-vous-plaît!

Time: 2 hours

Description

Students discover old French in a different excerpt of *La Chanson de Roland* in its original form. Students transcribe the original text into modern French.

Learning Expectations

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

REV.04 - identify and understand language conventions used in their reading materials;

RE2.02 - identify vocabulary typical of various historical periods;

RE2.05 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

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

CGE5b - thinks critically about the meaning and purpose of work.

Planning Notes

- This is a fun activity to discover the etymology of the French language.
- Students work collaboratively to transcribe the text into modern French.

Teaching/Learning Strategies

1. The teacher explains the evolution of the language, e.g., spelling: *hostel* to *hôtel*, and show the influence of Latin on the French and English languages.
2. The teacher provides the excerpt in its original form and students read the excerpt.
3. The teacher assigns and explains the transcription activity.
4. Students form small groups.
5. The teacher provides different translated words to each group.
6. Using the clues, students have to come up with a logical transcription of the excerpt and share their findings with their classmates.
7. The teacher provides students with the actual transcription to compare to their own.

Assessment and Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Performance Assessment	Transcription	Checklist	Application

Accommodations

- Adjust the number of clues depending on the level of students.
- Students may need the excerpts enlarged, taped, or written in braille.

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Lexique du vieux français – <http://www.dicosdor.com>

Activity 1.3a: La Renaissance

Time: 3 hours

Description

Students discover the spirit of the Renaissance through a study of the history and the arts of the era. Students view slides/documentaries dealing with the architecture of the Renaissance and the visual arts and artists of the period. Students listen to music typical of the period and are introduced to poets of the era thus establishing a link between the historical era, the arts, and the literature.

Learning Expectations

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

RE2.02 - identify vocabulary typical of various historical periods;

RE2.05 - expand their working vocabulary with words from a variety of subjects (e.g., history, science, technology);

WRV.04 - use correct grammar and appropriate language conventions in their written work;

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;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

Planning Notes

- The teacher should meet with the History, Art, and Music teachers in order to compile resources for this activity.
- If geographically and financially possible, a trip to a museum or an art gallery would be an enhancing experience. Students could also visit a virtual museum. Teachers must follow board and school policies related to out-of-school activities.
- The teacher should note that one period is dedicated to the visual arts, one period is dedicated to French music typical of the era, and one period is a wrap up linking all these elements to the Renaissance literature.

Teaching/Learning Strategies

1. The teacher shows slides/documentaries or provides a site for a virtual museum tour depicting the architecture, the art and the artists of the Renaissance.
2. Students view and react to what they see in an informal discussion.
3. The teacher plays typical Renaissance French music.
4. Students listen and discuss the themes found in the lyrics.
5. The teacher lectures on the awakening effect of the Renaissance on literature and demonstrates how it shaped modern French while students take notes.
6. The teacher introduces the poets of their choice to be studied in the next activity.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Personal Communication	Classroom Discussion Journal	Rating Scale	Knowledge/Understanding

Accommodations

- Support oral instruction with print or visual aids whenever possible.

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.3b: La poésie du 16e siècle

Time: 2 hours

Description

Students read and study a few poems from the Renaissance. They analyse in writing one of them focusing on the theme and the form.

Learning Expectations

OCV.03 - express and explain abstract ideas;

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

REV.03 - analyse and interpret complete works or excerpts from works in a variety of genres;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR1.05 - revise their writing, focusing on organization and presentation of ideas;

WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;

CGE2b - reads, understands and uses written materials effectively.

Prior Knowledge & Skills

- Activity 1.3.1

Planning Notes

- Suggested poets include Ronsard, Du Bellay and Marot.
- *À sa maîtresse* (also known as *Mignonne allons voir si la rose*) by Ronsard would be a good choice to explain the theme of Carpe Diem to students.

Teaching/Learning Strategies

1. The teacher selects a few poems to be studied.
2. The teacher directs the oral reading of the poem by students.
3. Through an oral discussion, the teacher guides students in the discovery of the themes and forms of the poems.
4. The teacher provides a poem to be analysed independently by students in class.
5. The teacher assigns and explains the written analysis.
6. Students analyse the theme and the form of the assigned poem.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Written Analysis	Rubric	Thinking/Inquiry Communication

Accommodations

- Allow additional time where necessary, for completion of reading and writing activities.
- Have students use a computer for word processing, proofreading, editing, e.g., spell and grammar checker.

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.3c: La création d'un poème satirique

Time: 2 hours

Description

After reading the poem *Les vieux singes de cour* of Du Bellay, the students write a satirical poem of the 16th century society.

Learning Expectations

REV.04 - identify and understand language conventions used in their reading materials;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR1.02 - use figurative language to express imagination and fantasy (e.g., in poems, songs, short stories, fables, legends);

WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;

WR2.04 - identify anglicisms used in their written work;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Prior Knowledge & Skills

- Activity 1.3b

Planning Notes

- The teacher should review poetic language and conventions if necessary.

Teaching/Learning Strategies

1. The teacher assigns and explains the written activity (the creation of a poem).
2. Students create the poem.
3. Students revise and edit their poem prior to writing their final copy.
4. Students write the good copy.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Poem	Rubric	Application

Accommodations

- Have students use a computer with French language software for word processing the final draft.

Resources

Lagarde et Michard. *Collection Littéraire du XVIIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.4a: Rions avec Molière!

Time: 2 hours

Description

Through the study and a dramatization of an excerpt of a play of Molière, students familiarize themselves with the basic elements of a comedy.

Learning Expectations

OCV.03 - express and explain abstract ideas;

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

REV.01 - read a range of literary and other works to deepen their appreciation of francophone culture around the world;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.02 - identify vocabulary typical of various historical periods;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

CGE2b - reads, understands and uses written materials effectively.

Planning Notes

- The teacher chooses an excerpt of a comedy of Molière that is rich in comical elements and consults the Grade 11 course outline to avoid duplication of excerpt.
- The dramatization of the excerpt is for variety and enjoyment.
- The teacher may choose to videotape the dramatization and encourage students to wear costumes and bring in props.

Teaching/Learning Strategies

1. The teacher presents a brief biography of Molière and directs students to take notes.
2. The teacher provides an excerpt of one of his comedies and situates it within the play.
3. Students read the excerpt aloud.
4. The teacher guides a discussion based on the meaning and the themes of the excerpt while students take notes.
5. Students get together in small groups to rehearse the dramatization of the excerpts.
6. Students dramatize the excerpt emphasizing the comical elements.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Role playing	Rating Scale or Rubric	Communication

Accommodations

- Encourage oral discussion prior to and after reading to increase students' level of comprehension.

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.4b: La tragédie

Time: 2 hours

Description

Through the reading and analysis of an excerpt of a tragedy, students familiarize themselves with the components of the 17th century tragedy.

Learning Expectations

REV.01 - read a range of literary and other works to deepen their appreciation of francophone culture around the world;

REV.03 - analyse and interpret complete works or excerpts from works in a variety of genres;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.02 - identify vocabulary typical of various historical periods;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

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*).

Planning Notes

- The teacher can choose an excerpt from a play written by either Corneille or Racine. *Le Cid* de Corneille or *L'Andromaque* de Racine are suggested.

Teaching/Learning Strategies

1. The teacher encourages oral discussion prior to and after reading to increase students' level of comprehension.
2. The teacher provides a brief biography of Corneille or Racine.
3. The teacher provides an excerpt of a tragedy and situates the excerpt within the play and students read the excerpt aloud.
4. The teacher leads a discussion through which students highlight the elements of a tragedy.
5. Students take notes in order to prepare themselves for Activity 1.4c.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Personal Communication	Classroom Discussion	Anecdotal Comment	Thinking/Inquiry

Accommodations

- Highlight key words or phrases for emphasis.

Activity 1.4c: Du rire aux larmes

Time: 2 hours

Description

Students write a thematic comparison of 17th century comedy and tragedy based on the two excerpts studied in class.

Learning Expectations

RE1.01 - describe how different authors have dealt with the same themes in their works (e.g., customs, morals of the period) and relate the authors' approach to the nature of the society in which they lived;
RE2.04 - compare and contrast the form and style of various genres (e.g., poems, essays, plays, short stories, novels);

WRV.02 - express and explain abstract ideas in their writing;

WRV.04 - use correct grammar and appropriate language conventions in written work;

WR1.05 - revise their writing, focusing on organization and presentation of ideas;

CGE5b - thinks critically about the meaning and purpose of work.

Planning Notes

- Students are encouraged to use their notes from Activities 1.4a and 1.4b in order to complete this activity.
- The teacher should reserve the computer lab in order to produce final product.

Teaching/Learning Strategies

1. The teacher assigns and explains the thematic comparison essay.
2. Students produce a rough copy within the first hour and edit each other's work.
3. Students produce the final draft by the end of the second hour.
4. The teacher assists students in the editing process.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Essay	Rubric	Thinking/Inquiry Application

Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature : une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Lagarde et Michard. *Collection Littéraire du XVIIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.5a: De Louis XIV à Louis XVI

Time: 3 hours

Description

Students view a film or a documentary depicting life in France in the 18th century. Afterwards, the teacher leads a discussion based on the information highlighted in the film or documentary.

Learning Expectations

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

OC1.02 - demonstrate an understanding of complex, informal conversations delivered with normal clarity and speed (e.g., in *québécois*, in French films);

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

CGE2a - listens actively and critically to understand and learn in light of gospel values.

Prior Knowledge & Skills

- Activity 1.1

Planning Notes

- The teacher is encouraged to find a suitable movie/documentary respecting copyright laws.
- The teacher should preview the movie/documentary for appropriate content.

Teaching/Learning Strategies

1. The teacher presents the highlights of the 18th century (e.g., the conditions of life that led to the French Revolution).
2. The teacher shows a documentary/film to students.
3. The teacher checks students' comprehension throughout the film/documentary.
4. Students share their reactions to the movie during a guided discussion.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Personal Communication	Classroom discussion	Anecdotal Comment	Knowledge/Understanding

Accommodations

- Provide subtitles or a script of the film/documentary for the hard of hearing.

Resources

- Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas
- Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0
- Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.5b: Candide

Time: 2 hours

Description

Through the study of an excerpt of Voltaire’s *Candide*, students discover the satire, explain it, and react to it in the form of a written assignment.

Learning Expectations

- REV.03 - analyse and interpret complete works or excerpts from works in a variety of genres;
- REV.04 - identify and understand language conventions used in their reading materials;
- RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- RE2.02 - identify vocabulary typical of various historical periods;
- WRV.04 - use correct grammar and appropriate language conventions in written work;
- WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.05 - use French-English and French dictionaries to verify spelling, confirm the meaning of newly acquired words and phrases, and expand their vocabulary;
- CGE2b - reads, understands and uses written materials effectively.

Prior Knowledge & Skills

- Students are aware of what satire is from their English classes.

Planning Notes

- The excerpt *Ce que devint Candide parmi les Bulgares* is a satire of war and tyrants and is therefore a suitable topic for the written assignment.

Teaching/Learning Strategies

1. The teacher provides an excerpt of Voltaire’s *Candide*.
2. The teacher explains the written assignment.
3. Students read the excerpt and find the satire.
4. Students explain the author’s point of view expressed in his satire and react to it in writing.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Essay	Rubric	Thinking/Inquiry Communication

Accommodations

- Encourage oral discussion prior to and after reading to increase students' level of comprehension.

Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature : une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.6: Chateaubriand et la vie à Combourg

Time: 3 hours

Description

After having read the excerpt of *Mémoires d'Outre-Tombe, La vie à Combourg*, students research on the Internet, Chateaubriand's biography in order to show how the author's background and philosophy are reflected in his writing.

Learning Expectations

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

REV.01 - read a range of literary and other works to deepen their appreciation of francophone culture around the world;

REV.03 - analyse and interpret complete works or excerpts from works in a variety of genres;

REV.04 - identify and understand language conventions used in their reading materials;

RE1.02 - explain how an author's background and philosophy (as presented in biographical and critical works) are reflected in the author's writing;

RE2.03 - select vocabulary and language structures to enhance clarity and precision of their speech;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

CGE2b - reads, understands and uses written materials effectively.

Planning Notes

- This is an oral activity.
- Students are paired in order to do the biographical research and to present their findings.
- The teacher should reserve computer time.

Teaching/Learning Strategies

1. The teacher provides the excerpt of *La vie à Combourg* and students read the excerpt.
2. The teacher checks students' comprehension through questioning.
3. The teacher assigns the biographical research of the author and students research the biography on the Internet.
4. In a group the students identify the biographical elements in the excerpt read in class.
5. The teacher leads a wrap up discussion using the students' findings to show how the author's background and philosophy are reflected in his writing.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Formative	Personal Communication	Classroom Discussion	Anecdotal Comment	Thinking/Inquiry

Resources

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française*, Tome I. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française*, Tome II. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Activity 1.7: Familiarisons-nous avec la poésie du 20e siècle

Time: 6 hours

Description

Students find and analyse a French or French-Canadian poem/song from the 20th century containing a meaningful/moral message and present it to the class.

Learning Expectations

OCV.02 - speak with native-like fluency on a variety of topics ranging from personal life to global issues;
OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

OC2.02 - deliver a well-organized, well-thought-out presentation clearly and with confidence;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

REV.04 - identify and understand language conventions used in their reading materials;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

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;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Prior Knowledge & Skills

- Idiomatic and colloquialisms previously studied and Activity 1.3b.

Planning Notes

- The teacher can provide a list of 20th century poets/songwriters (Annexe 1.7.1)
- The teacher should reserve the computer lab if necessary. It should be noted that this is a summative oral activity.

Teaching/Learning Strategies

1. The teacher assigns and explains the individual study of a poem/song.
2. Students research to find a suitable poem/song and get approval from the teacher.
3. Students analyse the poem/song and present the poem/song with their analysis of it to the class.

Assessment & Evaluation of Student Achievement

Purpose	Method	Strategy	Tool	Assessment Categories
Summative	Performance Assessment	Oral presentation	Rubric	Thinking/Inquiry Communication

Accommodations

- To enhance the presentation, students can present the author or the poet in an original way.

Resources

Collet, Paulette et Milani, Frank. *Objectifs, langue et littérature : une approche thématique*. Toronto: Copp Clark Pitman, 1988. ISBN 0 7730 4708 5

Lagarde et Michard. *Collection Littéraire du XVIe au XXe siècle*. Paris : Les Éditions Bordas

Leggewie, Robert. *Anthologie de la littérature française, Tome I*. New York: Oxford University Press, 1990. ISBN 0-19-506276-0

Leggewie, Robert. *Anthologie de la littérature française, Tome II*. New York: Oxford University Press, 1990. ISBN 0-19-506277-9

Pascal, Normand. *Des chansons qui nous ressemblent*. Montréal : Productions Panor.

Sylvestre, Guy. *Anthologie de la poésie québécoise*. Montréal : Beauchemin, 1974. ISBN 0-7750-0080-9

Weber, Karl L., Ramon Hathorn and Neal R. Johnson. *Poésie de la France et du Canada français*. Don Mills: Longmans Canada, 1969.

Appendices

Annexe 1.7.1 (list of French and French Canadian poets and songwriters)

Annexe 1.1.1

	Monarques	Événements importants (politiques, sociaux, artistiques)	Mouvements littéraires	Auteurs
Moyen Âge				
XVIe siècle				
XVIIe siècle				
XVIIIe siècle				
XIXe siècle				
XXe siècle				

Annexe 1.2.1

Liste de sujets de recherches sur le Moyen Âge:

- Les croisades (chrétiens et païens)
- Les chevaliers de la table ronde
- Le système féodal (suzerains et vassaux)
- La monarchie du Moyen Âge
- Les troubadours, les trouvères, les jongleurs et les ménestrels
- La chanson de geste
- Le roman courtois
- L'Europe féodale
- La religion au Moyen Âge
- La condition des femmes
- Les tournois et les duels
- Les châteaux forts féodaux

Annexe 1.7.1

Poètes du XXe siècle (suggestions)

Français

Paul Valéry
Charles Péguy
Guillaume Apollinaire
Paul Eluard
Jacques Prévert
Boris Vian
Jacques Brel
Jules Romain

Canadiens-français

Emile Nelligan
Suzanne Paradis
Anne Hébert
Gaston Miron
Jacques Godbout
Saint-Denys Garneau
Félix-Antoine Savard
Gilles Vigneault

Chanteurs du XXe siècle (suggestions)

Français

George Brassens
Michel Sardou
Enrico Macias
Charles Aznavour
Francis Cabrel
Gérard LeNormand
Gilbert Bécaud
Mireille Mathieu
Edith Piaf
France Gal

Canadiens-français

Céline Dion
Jean Pierre Ferland
Robert Charlebois
Luc Plamondon
Raymond Lévèsque
Roch Voisine
Diane Dufresne
Véronique Samson
La Bolduc

Unit 3: Le pouvoir de la plume

Time: 40 hours

Unit Description

Through the study of a French-Canadian novel, students gain an understanding of French-Canadian literature from its inception to the twentieth century. Students study the author and how his/her environment influenced his/her writing. Through an in-depth study of the novel students explore the elements of theme, character analysis, and plot. The creative writing assignment is based on students assuming the role of a character from the novel and presenting it to the class in a dramatization. The culminating activity is an independent study/formal essay based on a different francophone novel. The study of the novel emphasizes the view of a Christ-centred person respectful of the diversity and interdependence of the world's peoples and cultures.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
3.1 Connaissez-vous les auteurs canadiens-français?	5 hours	OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.04, WRV.04	Knowledge/ Understanding	Discovery of French-Canadian literature
3.2 Let's meet the author	4 hours	OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.02, WRV.04	Knowledge/ Understanding	Biographical study of the author
3.3 Québécois prose	15 hours	OCV.02, OCV.04, OC1.02, OC3.01, OC3.02, OC3.03, OC3.04, OC3.05, REV.04, RE1.02, RE2.01, RE2.02, RE2.06, WRV.01	Thinking/ Inquiry Communication	In-depth analysis of the novel in the form of diary entries
3.4 Dans la peau d'un autre	7 hours	OCV.02, OCV.04, OC2.02, OC3.01, OC3.02, OC3.04, OC3.05, RE2.06, WRV.04, WR1.01, WR1.05, WR2.01, WR2.02, WR2.04, WR2.05	Communication Application	Creative writing
3.5 L'étude indépendante	9 hours	REV.01, REV.02, REV.04, RE2.06, WRV.02, WRV.03, WRV.04, WR1.04, WR1.05, WR2.01, WR2.02, WR2.03, WR2.04, WR2.05	Communication Application	Independent study of another author's novel

Activity 3.1: Connaissez-vous les auteurs canadiens-français?

Time: 5 hours

Description

The teacher provides a brief overview of French-Canadian literature and discusses the themes that make this literature unique and different from those of other countries. Major political events that influenced the writing of many French-Canadians authors are also explored. Students then do an oral presentation after having chosen a particular work (a poem, an excerpt from a novel or a play, a song) to show how it relates to the era in which it was written.

Learning Expectations

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct Anglicisms and errors in their speech;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.04 - use correct grammar and appropriate language conventions in written work.

Prior Knowledge & Skills

- Unit 1
- Research skills
- Note-taking skills
- Knowledge of audio-visual equipment (presentation software, overhead projectors, etc.)

Planning Notes

- The teacher must provide students with a brief overview of French-Canadian literature, the themes in French-Canadian literature, and the major political events that influenced authors (see Resources).
- The teacher must provide access to the library and the Internet so students can research a chosen topic.
- The teacher can link political and cultural aspects to the Grade 10 History course.
- The authors of this profile found that the book by *Lise Gauvin et Gaston Miron, Écrivains contemporains du Québec*, was useful in preparing a presentation on the history of French-Canadian authors.
- The series of videos at the following website may also be very useful in presenting an overview of French-Canadian literature: <http://www.utoronto.ca/~ic/media/vidcol/visage.html>.

Teaching/Learning Strategies

1. The teacher presents an outline while students read, listen, take notes and ask questions for clarification.
2. Students, with the help of the teacher, choose a song, a poem, an excerpt from a novel or a play and through an oral presentation, relate it to the era in which it was written.

Assessment & Evaluation of Student Achievement

Purpose	Method	Tool	Strategy/Activity	Achievement Categories
Formative	Teacher/ Student	Rating Scale	Reading, listening, oral questions, and discussion	Knowledge/Understanding
Formative	Teacher/ Student	Rating Scale	Oral questions and discussions	Thinking/Inquiry
Summative	Teacher	Rubric - Oral Presentation	Oral presentation	Application

Accommodations

- Allow for the recording of the teacher's presentation.
- Provide opportunities for alternate modes for information sharing , e.g., videos, plays, graphics, tapes, and to support reading comprehension.
- Support oral instruction with print or visual aids whenever possible.

Resources

Bouraoui, Heidi et Jacques Flamand. *Écriture Franco-Ontarienne d'Aujourd'hui*. Ottawa : Les Éditions de Vermillon, 1989. ISBN 0-919925-40-5

Dionne, René. *Le Québécois et sa littérature*. Sherbrooke : A.C.C.T. et Éditions Naaman, 1984. ISBN 2-89040-299-1

Gauvin, Lise et Gaston Miron. *Écrivains contemporains du Québec*. Paris : Éditions Seghers, 1989. ISBN 2-232-10018-9

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume I Des origines à 1900*. Montréal : Fides, 1978. ISBN 0-7755-0675-3

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume II De 1900 à 1939*. Montréal : Fides, 1980. ISBN 2-7621-0998-1

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume III De 1940 à 1959*. Montréal : Fides, 1982. ISBN 2-7621-0999-X

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume IV De 1960 à 1969*. Montréal : Fides, 1984. ISBN 2-7621-1059-9

Lemire, Maurice. *Dictionnaire des oeuvres littéraires de Québec volume V De 1970 à 1975*. Montréal : Fides, 1987. ISBN 2-7621-1190-0

Tougas, Gérard. *Destin littéraire du Québec*. Québec : Bibliothèque Nationale du Québec, 1982. ISBN 2-89037-137-9

Centre de documentation virtuel sur la littérature et les écrivains – <http://www.litterature.org/>

Visages de la littérature canadienne-français – <http://www.utoronto.ca/~ic/media/vidcol/visage.html>

Studies in Canadian Literature – <http://www.lib.unb.ca/Texts/SCL/homepage.html>

Activity 3.2: Prenons rendez-vous avec un auteur

Time: 4 hours

Description

Students research a French-Canadian author and his/her life to prepare for a mock interview conducted by the teacher and classmates.

Learning Expectations

- OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
- OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;
- OC3.03 - identify and correct anglicisms and errors in their speech;
- OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;
- OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
- REV.02 - research a range of source materials to clarify their ideas and verify their points of view;
- WRV.04 - use correct grammar and appropriate language conventions in written work.

Prior Knowledge & Skills

- Content in Activity 1 of this unit
- Note-taking and research skills

Planning Notes

- The teacher ensures that each student is researching a different author.
- Students are encouraged to use an author presented in Activity 3.1 or get teacher approval regarding another choice.
- The teacher provides a list of possible questions that students should be prepared to answer during the mock interview (Annexe 3.2.1).
- The teacher advises students that the summative evaluation includes language and content.
- Students should prepare questions to be asked as audience members to the mock interview.

Teaching/Learning Strategies

1. Students, with the help of the teacher, choose an author to research and present.
2. The teacher provides students with the list of questions that they must be prepared to answer.
3. The teacher guides and encourages students' creative process in preparing their interview.

Assessment & Evaluation of Student Achievement

Purpose	Method	Tool	Strategy/Activity	Achievement Categories
Formative	Student	Observation/Discussion	Research	Knowledge/Understanding
Formative	Student	Checklist	Preparation for interview List of questions to be answered (Annexe 3.2.1)	Application
Summative	Teacher	Rating scale for questions for mock interview (Annexe 3.2)	Interview	Application

Accommodations

- Allow increased time for task completion, where necessary
- Allow students to use notes during the mock interview.

Appendices

Annexe 3.2.1 – List of questions to be answered

Annexe 3.2.2 – Checklist of questions for mock interview

Activity 3.3: La prose québécoise

Time: 15 hours

Description

Students read a literary novel from a Francophone author. Through the analysis of the characters, the plot, and the themes, students gain a thorough understanding of the intricacies, cultural background, and era of the novel under study. Students complete a variety of tasks related to the study of the novel, including character analysis charts, a portfolio, content tests, etc.

Learning Expectations

OCV.02 - speak with native-like fluency on a variety of topics ranging from personal life to global issues;
OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.01 - write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;

OC1.02 - demonstrate an understanding of complex, informal conversations delivered with normal clarity and speed (e.g., in *québécois*, in French films);

OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;

OC3.03 - identify and correct anglicisms and errors in their speech;

OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;

OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;

RE1.02 - explain how an author's background and philosophy (as presented in biographical and critical works) are reflected in the author's writing;

RE2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);

RE2.02 - identify vocabulary typical of various historical periods;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Prior Knowledge & Skills

- Notes from previous units and activities

Planning Notes

- Suggested novels include: *Les filles de Caleb*, *Agaguk*, etc.
- Due to the length of the novel the teacher encourages students to begin reading at the beginning of this unit.
- The teacher advises students of the premise of the following activity so that they may begin to explore interest in one of the novel's characters.
- The teacher intersperses the viewing of the video along with the reading of the novel to allow students the opportunity to witness their chosen character's behaviour, dress, etc.
- Prior to the beginning of the unit the teacher should set up a reading schedule for students to follow.
- At the discretion of the teacher, the portfolio may be assigned as a group activity.

Teaching/Learning Strategies

1. Students read the novel.
2. The teacher and students discuss themes, characters, and plot throughout the reading of the novel. Students complete a character analysis chart (Annexe 3.3.1 – Grille d’esquisse de personnage) in preparation for the next activity.
3. Throughout the reading of the novel, students work on a portfolio that includes a variety of activities (Annexe 3.3.2 – Dossier de recherche du roman).
4. The teacher administers content tests to assure the comprehension of the novel.

Assessment & Evaluation of Student Achievement

Purpose	Method	Tool	Strategy/Activity	Achievement Categories
Diagnostic	Student	Marking scheme	Content test	Knowledge/Understanding
Formative	Student/ Teacher	Observation using checklist	Discussion	Thinking/Inquiry
Diagnostic	Student	Rating Scale	Chart (Annexe 3.3.1 - Grille d’esquisse de personage)	Thinking/Inquiry Communication
Summative	Student	Rubric	Portfolio (Annexe 3.3.2 - Dossier de recherche du roman)	Application

Accommodations

- Allow vision impaired students to listen to the recorded version of the novel.
- Provide the opportunity to attempt content tests more than once.

Resources

Cousture, Arlette. *Les filles de Caleb*, Tome I. Montréal : Amérique, 1985. ISBN 2-89037-618-4
Thériault, Yves. *Agaguk*. Montréal : Québec, 1993. ISBN 2-89295-084-8
Les filles de Caleb. Montréal : Ciné-Maison Bellevue, 1990.

Appendices

Annexe 3.3.1
Annexe 3.3.2

Activity 3.4: Dans la peau d’un autre

Time: 7 hours

Description

Students choose a character from the novel studied in Activity 3.3 and prepare a monologue (3-5 minutes) illustrating the character’s motivations and internal conflicts. Students present their monologue using period costumes and appropriate props. A suggested audience for their presentation might be other French classes in the school.

Learning Expectations

OCV.02 - speak with native-like fluency on a variety of topics ranging from personal life to global issues;
OCV.04 - use correct grammar and appropriate language conventions during oral communication activities;
WRV.04 - use correct grammar and appropriate language conventions in written work;

OC2.02 - deliver a well-organized, well-thought-out presentation clearly and with confidence;
OC3.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
OC3.02 - use newly acquired vocabulary in conversations, discussions, and presentations;
OC3.04 - incorporate colloquialisms and idiomatic expressions into their speech;
OC3.05 - select vocabulary and language structures to enhance the clarity and precision of their speech;
RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;
WR1.01 - create a piece of imaginative writing, presenting a personal point of view other than their own (e.g., the personal diary of a fictional or historical character);
WR1.05 - revise their writing, focusing on organization and presentation of ideas;
WR2.01 - recognize and use appropriate language structures (see language structures for French Immersion, Grade 12, p. 43);
WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;
WR2.04 - identify anglicisms used 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.

Prior Knowledge & Skills

- Content in Activity 3.3
- Note-taking and research skills
- The elements of a dramatic presentation

Planning Notes

- The teacher encourages and gives students suggestions to take on the role of the character.
- The teacher should consider all resources available at his/her school (stage, lighting, sound, costumes, etc.).
- The teacher guides and encourages the students' creative process in preparing their presentation.
- Students rehearse their presentation with their peers to gain feedback in order to enhance their performance.
- Students present their dramatic portrayal of a character to an audience.
- The teacher should encourage students to be sensitive to the feelings of others in providing constructive criticism to their peers.
- Teachers must ensure that health and safety precautions are implemented when using props and costumes for presentations.

Teaching/Learning Strategies

1. The teacher provides students with a checklist to ensure that all elements of the dramatic presentation are complete (Annexe 3.4.1 – Les éléments d'une présentation dramatique).
2. Students prepare their dramatic presentation.
3. Students present as practice their monologue to their peers.
4. Students provide feedback regarding peer's presentation.
5. The teacher evaluates the dramatic presentation with a rubric/marketing scheme.

Assessment & Evaluation of Student Achievement

Purpose	Method	Tool	Strategy/Activity	Achievement Categories
Formative	Student	Checklist	Preparation of the research in the dramatic presentation form	Application
Formative	Teacher/ Student	Checklist Annexe 3.4.1 – Les éléments d’une présentation dramatique	Elements of a dramatic presentation	Knowledge/ Understanding
Summative	Student/ Teacher		Presentation to an appropriate audience	Communication Application

Accommodations

- Present to the teacher only or on video.
- Provide the opportunity to present several drafts.
- Allow the use of cue cards.

Resources

Notes from this unit

Les filles de Caleb. Montréal : Ciné-Maison Bellevue, 1990.

Lundy, Charles J and David W. Booth. *Interpretation: Working with Scripts*. Don Mills: Harcourt Brace Jovanovich Canada Inc., 1983. ISBN 0-7747-1210-4

Appendices

Annexe 3.4.1 – Les éléments d’une présentation dramatique

Activity 3.5: L’étude indépendante

Time: 9 hours

Description

Students complete an in-depth analysis of a novel from a Francophone author of their choice. Students present their analysis in the form of a formal essay (1000-1500 words).

Learning Expectations

REV.01 - read a range of literary and other works to deepen their appreciation of francophone culture around the world;

REV.02 - research a range of source materials to clarify their ideas and verify their points of view;

REV.04 - identify and understand language conventions used in their reading materials;

WRV.02 - express and explain abstract ideas in their writing;

WRV.03 - write essays and research papers on a variety of topics;

WRV.04 - use correct grammar and appropriate language conventions in written work;

RE2.06 - use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary;

WR1.04 - write a formal research paper (1500-2000 words), complete with footnotes and bibliography;

WR1.05 - revise their writing, focusing on organization and presentation of ideas;

WR2.01 - recognize and use appropriate language structures (see language structures for French

Immersion, Grade 12, p. 43);

- WR2.02 - revise, edit, and proofread their writing focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.03 - observe the conventions of style when writing a formal essay (e.g., position of footnotes, placement of bibliography, spacing of paragraphs, margins);
- WR2.04 - identify anglicisms used 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.

Prior Knowledge & Skills

- Research skills
- Essay writing skills

Planning Notes

- The teacher sets up a schedule for the different stages of the writing process.
- Choice of novel must be approved by the teacher and should be an appropriate level of difficulty and length.
- Students could read a book from the author they presented in Activity 3.2.
- The teacher should advise students to consult information learned in Activity 3.1 of this unit.
- The teacher should advise students of this activity at the beginning of this unit to allow sufficient research and reading time.

Teaching/Learning Strategies

1. The teacher provides assistance in choosing an appropriate novel.
2. Students read and analyse the novel based on character development, plot, and themes.
3. The teacher reviews the evaluation rubric with students.
4. Students research and write their formal essay.
5. The teacher conferences, edits and guides students through the process of writing a formal essay.
6. Students peer-edit.
7. The teacher can discuss the result of their final essay with students.

Assessment & Evaluation of Student Achievement

Purpose	Method	Tool	Strategy/Activity	Achievement Categories
Formative	Student/teacher	Stages of the writing process	Writing of the essay	Knowledge/Understanding Application
Formative	Student	Draft	Peer editing	Application
Summative	Teacher	Rubric Annexe 3.5.1 – La grille d'évaluation de la dissertation	Essay	Communication Application

Resources

Beelen Woody, Diane. *Pratique de l'écriture*. Don Mills: Addison-Wesley, 1996. ISBN 0-201-83601-7

French dictionaries

Renaud, Laurier. *Protocole de présentation et de rédaction des travaux écrits*. Montréal : Guérin, 1988. ISBN-2-7601-2263-8

Robertson, Hugh. *The Research Essay*, 4th ed. Toronto: Piperhill Publications, 1999. ISBN 0-9693068-6-5

World Wide Web

Von der Porten, Edward. *Write In Style*. Logan: The Perfection Form Company, 1981.

Annexe 3.2.1

List of questions to be answered for the mock interview

1. Quand êtes-vous né(e)?
2. Où êtes-vous né(e)?
3. Pourriez-vous me parler de votre enfance et de votre famille?
4. Pourriez-vous résumer votre formation?
5. Quel(s) emploi(s) avez-vous exercé?
6. Quelle était votre première oeuvre?
7. Qu'est-ce qui vous a inspiré à devenir écrivain?
8. Parlez-moi de vos oeuvres littéraires?
9. Pour quelle oeuvre êtes-vous le mieux reconnu?
10. Avez-vous eu une oeuvre qui a été rejetée?
11. Avez-vous une citation/scène/poème/personnage préféré?
12. Qui est votre héros/héroïne?

Annexe 3.2.2

Checklist of responses to questions to be answered in mock interview

Use Knowledge/Understanding and Communication categories of Annexe 3.1 as criteria for levels 1 to 4.

Question #1	Language:	1	2	3	4
	Content:	1	2	3	4
Question #2	Language:	1	2	3	4
	Content:	1	2	3	4
Question #3	Language:	1	2	3	4
	Content:	1	2	3	4
Question #4	Language:	1	2	3	4
	Content:	1	2	3	4
Question #5	Language:	1	2	3	4
	Content:	1	2	3	4
Question #6	Language:	1	2	3	4
	Content:	1	2	3	4
Question #7	Language:	1	2	3	4
	Content:	1	2	3	4
Question #8	Language:	1	2	3	4
	Content:	1	2	3	4
Question #9	Language:	1	2	3	4
	Content:	1	2	3	4
Question #10	Language:	1	2	3	4
	Content:	1	2	3	4
Question #11	Language:	1	2	3	4
	Content:	1	2	3	4
Question #12	Language:	1	2	3	4
	Content:	1	2	3	4

Annexe 3.3.1

L'esquisse de personnage

En groupe, vous allez faire l'étude d'un des personnages du roman.

Nom du personnage : _____

1. Vous allez trouver 4 traits de personnalité pour le personnage choisi: 2 point forts et 2 points faibles.
2. Vous devez supporter vos traits de personnalité avec des preuves de l'histoire (pas forcément des citations). Il faut avoir 2 preuves pour chacun des traits. Cela fait 4 traits x 2 preuves = 8 preuves au total.
3. Il faudra aussi discuter de sa motivation. Qu'est-ce qui le motive? Par exemple, l'amour, la haine, la pression des autres, etc. et en donner 3 preuves tirées du roman. Est-ce que cette motivation est interne ou externe?
4. Comme dernière tâche, vous allez présenter vos esquisses de votre personnage à la classe.
N.B. Il faut y avoir consensus dans votre groupe sur les traits et les preuves. Coopérer bien.

Grille d'esquisse de personnage

Nom du personnage : _____

Traits de Personnalité	Preuves
Les points forts	
1.	1. 2.
2.	1. 2.
Les points faibles	
1.	1. 2.
2.	1. 2.
Sa Motivation	1. 2. 3.

Annexe 3.3.2

Dossier de recherche du roman

Deux réponses à la lecture (requis) plus...

Votre choix de trois des travaux suivants:

- une critique du roman;
- un résumé du livre;
- une liste des événements clés dans le livre (un événement par partie) avec un événement en détail;
- un travail de recherche sur la vie de l'auteur du roman;
- un travail de recherche sur la vie d'un(e) acteur/actrice dans la télé série (si possible);
- un poème écrit à la fin de la lecture qui souligne un thème présenté dans le roman;
- une lettre d'un personnage à un autre;
- une recherche sur la vie quotidienne québécoise/française à cette époque.

Longueur de chaque travail : entre 375 et 500 mots

Annexe 3.4.1

Les éléments d'une présentation dramatique

Je m'assure que j'ai :

- le scénario du monologue;
- fait plusieurs répétitions de mon monologue;
- les mouvements qui accompagnent le monologue;
- les costumes;
- les accessoires;
- les effets sonores;
- l'éclairage;
- la projection de la voix, la diction, l'articulation, la prononciation;
- la créativité du monologue, du costume et des accessoires;
- développé un personnage authentique.

Annexe 3.5.1

La grille d'évaluation de la dissertation

Ma dissertation : _____

Nom de l'élève : _____

Date limite des étapes :

1. la thèse _____
2. les notes _____
3. le plan squelette _____
4. le premier essai _____
5. correction par un ami _____
6. produit final _____

Attentes : Suivre le protocole de la dissertation

Compétences	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
Connaissances/ Compréhension - compréhension du sujet choisi	- démontre une compréhension limitée du sujet choisi	- démontre une compréhension partielle du sujet choisi	- démontre une compréhension générale du sujet choisi	- démontre une compréhension complète du sujet choisi
Réflexion/ Recherche - arguments clairs et logiques	- la thèse est définie mais les arguments ne sont pas bien appuyés	- la thèse est définie mais les arguments ne sont que partiellement appuyés	- la thèse est bien définie et les arguments sont bien appuyés	- la thèse est bien définie et les arguments soutiennent et justifient la thèse
Communication - l'utilisation du langage - style facile à lire	- le vocabulaire est très simple - les idées ne se suivent pas logiquement	- le vocabulaire est simple - les points sont logiques mais manquent de fluidité	- le vocabulaire est varié - les phrases et les paragraphes s'enchaînent avec fluidité	- le vocabulaire est varié et précis - les phrases et les paragraphes s'enchaînent avec grande fluidité

...suite

Annexe 3.5.1...Suite

Compétences	Niveau 1 (50-59%)	Niveau 2 (60-69%)	Niveau 3 (70-79%)	Niveau 4 (80-100%)
Mise en Application - le protocole est bien utilisé - les notes et le processus de la recherche	- démontre une compréhension limitée du protocole - démontre une compréhension limitée de la recherche et de la méthode de prendre des notes	- démontre une compréhension partielle du protocole - démontre une compréhension partielle de la recherche et de la méthode de prendre des notes	- démontre une compréhension générale du protocole - démontre une compréhension générale de la recherche et de la méthode de prendre des notes	- démontre une compréhension excellente du protocole - démontre une compréhension excellente du processus de la recherche et de la méthode de prendre des notes

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