



Français 12

Course Outline

Course Overview

Français 12 is a continuation of learning you have done in French 11. Students will be exploring communication, acquiring information, experience creative works and understanding cultural influences. The activities and exercises cover oral, writing expression and comprehension.

Some parts of the course are not accessible until certain tasks are complete, or you receive a grade for them. If you receive a zero, it means I have seen the work, but it requires you to make changes before I give you a mark. Please watch your gradebook regularly to check.

Important points to be aware of:

- Set up your timeline in Moodle to ensure that you are staying on track. The calendar will help you. Those starting in the fall of 2020 are expected to complete the course by June 2021.
- Work needs to be submitted as it is completed. Do not wait to submit 2 or 3 units at once as you may make the same errors and may be asked to redo work. Submitting work regularly will allow for feedback to be given and allow you to resubmit improved work based on the feedback.
- You will be allowed to resubmit work when it does not show learning of the concepts for the units or when you are answering comprehension questions. One other attempt will be provided.
- Units are to be completed in order as much as possible. The course has restrictions for certain units or parts of units to be completed first.
- **Translators are not allowed** but can be used to help with spelling of individual words. There is a list of tools to access in the useful videos section to help you to complete the course.

Course Content and Suggested Timelines

Pre-unit- Also referred to as Start-Up Assignment (Tâches d'intro) (Suggested time: 1 week)

You are to complete 1 questionnaire and 3 intro tasks. This will give me an opportunity to see your level in French and for you to see the level of expectation of this class. Once these have been completed, you will gain access to the rest of the course.

Unit 1- Le français de partout (Suggested time: 1 week)

You are going to explore regional French from New Brunswick, Québec and France. You will notice they can differ from one another.

Unit 2 – Extra Parisien (Suggested time: 1-2 weeks)

A series of clips that will transport you into the life of four young adults living in two apartments in a Paris arrondissement. Misunderstandings and youth romance to give the feel of Paris. You will complete a variety of tasks after viewing these episodes.

Unit 3- Cultures canadiennes (Suggested time: 1-2 weeks)

Here you will explore Canadian cultures. What is it? You will explore cultures, write a book and share things about your culture with your peers.

Unit 4 – La poésie (Suggested time: 2+ weeks)

There are a couple of studies in this unit. Firstly, you will explore Montreal in the early 1900's where Emile, a son of a French-Canadian mother and an Irish father has only one goal; to become a recognized poet. After spending most of his life in a mental institution, he was rediscovered in the 1960s to become the most known poet of French-Canadian culture. Yours to discover, and to have an oral presentation and a discussion with the teacher. Next, reflect on a very powerful poem by Michèle Lalonde (1968), who compares the English superior language and French inferior language by referring to the social, political, and economic realities of each group in Canada at that time.

Unit 5 – Le Petit Prince (Suggested time: 1 week)

This novel, written in the 1940, by French author Antoine de Saint Exupéry. This child's novel is the most translated of its kind in the world. This novel contains the most important life lesson related to the attachment between individuals, a must read, in its original language.

Unit 6 – Les événements historiques (Suggested time: 3-4 weeks)

This unit takes you to the 1755 deportation of the Acadians. Taking the angle of a poem turned into a song featuring Evangeline as a hero of her people. With the final task being a discussion with the teacher, you will gain a better understanding of the history of the Maritime provinces of Canada. You will also learn about Les Filles du Roi sent to New France, from France, to marry colonizers in Canada. Discover how musique can speak of historical events and how they can help us reflect on the present.

Course Materials

All and any assistance you can get from the internet or people you have access. It is expected that you will use Spell Check and other online materials that can help you in completing the various tasks for this class.

The prescribed learning outcomes for this course are available at [Français 12](#)

Assessment Information

Unit	Title	Marked out of:
AA	Listening comprehension #1 Oral presentation #2 Written work #3	10%
Unit 1	Le français de partout	10%
Unit 2	Extra parisien	16%
Unit 3	Cultures canadiennes	16%
Unit 4	La poésie	16%
Unit 5	Le Petit Prince	16%
Unit 6	Les événements historiques	16%

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support

learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Inactivity and Communication

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of **two weeks or longer** will receive an **online gentle reminder email** to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of *eight consecutive weeks* or longer, has received *three online reminders* and has *not responded to communications* from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out a weekly progress reports showing the student's progress, on weeks that EBUS is in session.

Contacting Your Teacher:

I will be available Monday through Friday during regular school hours. If you are having trouble with any concepts, please contact me right away!

Please communicate through :

- email at batwood@sd91.bc.ca
- Moodle messages

Brigitte Atwood ☺