



**FRB 206**  
**Pontiac High School**  
**French Second Language**  
**2020-2021**

Mme Lindsay Woodman

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Website: <http://mswoodmansclass.weebly.com>

Resources: <http://www.lepointdufle.net/p/learnfrench.htm/> / [lapresse.ca /](http://lapresse.ca/)  
<https://ici.tou.tv/categorie/jeunesse> / [https://leconjugueur.lefigaro.fr /](https://leconjugueur.lefigaro.fr/) <http://duolingo.com>

### **Course Description/Rationale:**

French Second Language courses develop reading, writing, listening and speaking skills and strategies, as well as critical thinking and cultural awareness. The ability to communicate in French is a valuable skill, as French is one of Canada's two official languages and because it is used widely around the world.

Second-language learning in general is important for a number of reasons. Research confirms that knowledge of a second language strengthens first-language skills, and that the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking, and the ability to respect and understand other cultures. Second-language learning strengthens students' ability to communicate and participate effectively in the workplace and the global community. It also increases their ability to understand themselves and other people.

This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations, as well as the interpersonal and communication strategies that they require in order to become active, critical members of society.

### **Resources:**

- *Cargo 1<sup>er</sup> cycle du secondaire - 2<sup>e</sup> année + selected short stories*

### **SUPPLIES REQUIRED:**

- Agenda
- Pens, pencils and erasers
- Crayons/Markers
- 3 highlighters in different colours
- One 1.5 inch binder **with** 150 pages of loose-leaf
- Three dividers (notes, tests/quizzes and handouts)
- Bescherelle (verb book) **if desired**
- French/English dictionary (Harrap's, Larousse, Robert Collins, etc.) **\*Must be brought to every class!**

**Evaluation:** All evaluations are calculated with respect to the unique competencies that form the French curriculum. The three relevant competencies are listed to follow:

**COMPETENCY 1** - Interact in French (Intégragir en français) 40%

**COMPETENCY 2** - Read a variety of texts in French (Lire une variété de textes) 30%

**COMPETENCY 3** - Produce a variety of texts in French (Produire une variété de textes) 30%

## Tentative Schedule (timing and content may change):

**Term 1: Aug. 31 – Oct. 30** – Introductory period to review grammar, verb concepts, vocabulary words, etc.

### Thème 1 La francophonie : vaste et variée!

- Présent de l'indicatif, les fonctions du groupe nominal, le genre du nom, le nombre du nom, le déterminant possessif, le groupe prépositionnel, etc.
- Présentation orale et activités d'écoute

**Term 2: Nov. 2 – Feb. 5**

### Thème 2 Les superhéros!

- La reprise de l'information, le discours rapporté, le passé composé de l'indicatif, l'imparfait de l'indicatif, l'utilisation du passé composé et de l'imparfait, etc.
- Décrire votre super-héro et présentez-le à la classe
- Mid-year exam preparation

**Mid-year exams Jan. 18 – Jan. 22 (details to follow)**

### Thème 3 L'intimidation? Non merci!

- L'accord du verbe, le présent de l'impératif, la phrase négative, le groupe adjectival, l'accord de l'adjectif, le groupe verbal, etc.
- Créez une affiche de sensibilisation au problème de l'intimidation

**Term 3: Feb. 10- June 4**

### Thème 4 Vive le sport!

- Le futur simple de l'indicatif, le groupe adverbial, le sens de l'adverbe, le conditionnel présent de l'indicatif, la reprise de l'information, etc.
- Présentez un défi sportif que vous aimeriez relever

### Thème 5 Le monde de la musique

- L'organisation du texte, la conjonction de subordination, les préfixes, les suffixes et illustrez et présentez une chanson francophone.

	Term 1 Year evaluation (20%)	Term 2 Year evaluation (20%)	Term 3 Year evaluation (60%)
<b>Comp. 1 (40%)</b>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Speaking activities</li> <li>• Participation</li> <li>• Group work (speak &amp; share ideas for conversations)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Speaking activities</li> <li>• Participation</li> <li>• Group work (conversations)</li> <li>• Mid-year examination</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Speaking activities</li> <li>• Participation</li> <li>• Group work (conversations)</li> <li>• Final Examination</li> </ul>
<b>Comp. 2 (30%)</b>	<ul style="list-style-type: none"> <li>• Reading tasks</li> <li>• Listening tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tasks</li> <li>• Listening tasks</li> <li>• Mid-year examination</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tasks</li> <li>• Listening tasks</li> <li>• Final examination</li> </ul>
<b>Comp. 3 (30%)</b>	<ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Writing prompts</li> <li>• Quizzes and tests</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Writing prompts</li> <li>• Quizzes and tests</li> <li>• Presentations</li> <li>• Mid-year examination</li> </ul>	<ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Writing prompts</li> <li>• Quizzes and tests</li> <li>• Presentations</li> <li>• Final Examination</li> </ul>

Please sign and return this course outline to Mme Woodman by September 11th, 2020 to show it has been read.

Parent or Guardian's Signature: \_\_\_\_\_

Parent or Guardian's Email : \_\_\_\_\_

Student's Signature : \_\_\_\_\_