



**FRB 306-02**  
**Pontiac High School**  
**French Second Language**  
**2020-2021**

Mme Lindsay Woodman

Email: [lwoodman@wqsb.qc.ca](mailto:lwoodman@wqsb.qc.ca)

Room 234

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/) <https://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 2<sup>e</sup> cycle du secondaire - 1<sup>ère</sup> année + selected short stories*

### **SUPPLIES REQUIRED:**

- Agenda
- One 1.5 inch binder **with** 150 pages of loose-leaf/notebook
- Pens, pencils and erasers
- Three dividers (notes, tests/quizzes and handouts)
- Crayons/Markers
- Bescherelle (verb book) **if desired**
- 3 highlighters in different colours
- 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 (Intégrer 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 réalité dépasse la fiction!***

- Présent de l'indicatif + groupe verbal infinitif, les fonctions du groupe nominal, la langue orale, la phrase négative,
- Présentation orale et activités d'écoute

**Term 2: Nov. 2 – Feb. 5**      ***Thème 2 Nous, les ados!***

- La phrase interrogative, les expansions du groupe nominal, le nom et le déterminant, les fonctions du groupe nominal
- Mid-year exam preparation

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

***Thème 3 La planète dans mon assiette***

- Le groupe prépositionnel, la phrase passive, la polysémie, le champ lexical
- Créer le restaurant idéal pour la clientèle de son choix et en faire la promotion

**Term 3: Feb. 10– June 4**      ***Thème 4 Silence, on tourne!***

- La phrase emphatique, l'adverbe, la reprise de l'information, pronoms, groupes adverbiaux, et termes génériques, les expansions et les fonctions du groupe adverbial
- Imaginer un scénario de film original et proposer son concept à la réalisatrice!

***Thème 5 Techno de la tête aux pieds!***

- Les organisateurs textuels, le plus-que-parfait de l'indicatif, l'adjectif et les expansions du groupe adjectival

	<b>Term 1 Year evaluation (20%)</b>	<b>Term 2 Year evaluation (20%)</b>	<b>Term 3 Year evaluation (60%)</b>
<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 : \_\_\_\_\_