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# *French 3201*



*Statement  
of Purpose*

French 3201 is the most advanced course among those usually offered in the Core French Program. It is intended for students completing French 3200 in the second year of the high school program, who wish to continue their second language studies in their final year. In addition to improving communication skills and consolidating language skills, French 3201 explores selected aspects of francophone culture.

French 3201 students have the opportunity to apply their knowledge and skills to learn more about the francophone way of life. **French 3201 challenges students to use French as a vehicle for learning.** It involves them in the study of selected writings which portray or reflect ways of thinking or organizing or doing things that are particularly francophone. As students work through the course, they expand the range of topics they are able to communicate on effectively and they increase their overall proficiency in French.

French 3201 is intended for students who have a sincere desire for a unique challenge in their Core French studies. The course requires that they be able and willing to accept a large degree of responsibility for their own learning.

French 3201 shares a range of curriculum outcomes with other senior high courses. It aids in developing students' understanding of language, thus increasing their sensitivity to language generally and also improving their communication skills in English. The extra challenge of study in French makes good work habits and self-discipline that much more important. As well, the unique challenge of second language learning encourages students to re-evaluate assumptions about themselves and their lives. This encourages them to develop their mental resources and evolve with respect to emotional maturity and self-reliance.

Future career possibilities and constructive use of leisure time are important considerations in the Core French Program. French 3201 contributes to the development of second language proficiency which is essential for some career paths and highly desirable for others. In some cases, it is valuable in finding part-time work as well. The exploration of cultural activities can provide the basis for an enjoyable, worthwhile way to spend leisure time.

## ***French 3201***

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French 3201 promotes self-discovery and tolerance. Through the exploration of values, patterns of behaviour, and beliefs different from their own, students learn more about themselves as people and see themselves as part of a greater humanity. This encourages tolerance of diverse ideas, customs, and ways of thought, thereby helping students better appreciate our national cultural heritage.

French 3201 involves students in the study of selected aspects of "la francophonie" to promote cultural understanding and self-awareness. French 3201 will offer students opportunities to:

- read authentic francophone writings
- analyze selected resources portraying aspects of "la francophonie"
- learn values and experiences that are uniquely francophone
- explore common human experiences
- develop personal values
- communicate in French through the study of content
- expand their knowledge of French vocabulary
- consolidate their knowledge of French grammar
- refine writing skills
- enhance their viewing skills
- broaden their understanding of themselves, their national heritage, and the larger world in which they live.

### ***Philosophy of Instruction***

Students in French 3201 have usually experienced success in earlier levels of the Core French Program and understand the value of learning a second language. They accept French as the language of the class and avail of opportunities to communicate in this language.

The French 3201 classroom is relaxed and comfortable. Students are guided in the exploration of high-interest selections. They are actively involved in discussing points of view, formulating their reactions or opinions and defending them in front of their fellow students. They are challenged to understand major ideas and to consider how they relate to or affect their lives.

French 3201 teachers introduce selections through a careful development of related student knowledge and the artful provision of supporting information about the source, the author and the selection. They help students anticipate the author's treatment of his/her subject and through carefully crafted guiding questions, focus students in their study of a selection.

French 3201 teachers try to anticipate the essential vocabulary students need to successfully study a selection. They encourage students to work out their own meanings, although they provide explanations when necessary. They ensure wide class participation in all activities and encourage an expectation of success. Teachers organize activities and then provide encouragement, advice, and resources to help students realize them. They identify personal connections to the selection under consideration and help students see the relevance to their lives. They ensure that students have opportunities to express their creativity.

The resources in French 3201 allow for a variety of teaching strategies which facilitate student language use. Teachers employ strategies which encourage student participation. Students work independently, in pairs, and in small groups to prepare oral and written assignments for class presentations. This involves much teacher-student, student-student, and student-class interaction.

## ***Methodology***

French 3201 is organized thematically with a variety of selections at varying levels of difficulty. Since different selections lend themselves to different approaches, teachers must ensure a variation in terms of presentation, activity and resources. This would sustain student interest and lead to a balanced development of listening, speaking, reading and writing skills.

Lesson plans should incorporate many student-centred activities, allowing adequate time for students to work independently, in pairs and in small groups. These activities will require student-student, student-teacher, and student-class interaction. During all such work students need the freedom to apply their linguistic competence, take risks, make errors and encounter frustrations while using the second language.

Each class should begin with a short warm-up activity which will serve both to put students at ease and to ensure some continuity from selection to selection. The introduction of a new theme will necessitate the presentation of appropriate background information. This presentation may take the form of biographical information on the authors, related information on their writings and the socio-cultural content of the selection. The teacher must also relate the content to the students' own personal experiences.

Accuracy of language use is desirable in French 3201 as in other French courses. However, the emphasis on accuracy will vary with the type of activity in which students are engaged. For example, in conversation, students' ability to communicate is stressed rather than the accuracy of the language used. While some correction may be necessary, students involved in this type of activity should be interrupted as seldom as possible. Accuracy should be expected when students have more opportunity to prepare and reflect upon their responses. In such cases expectations for student performance are higher.

The treatment of grammar will arise from course content and will be tailored to the individual student's needs. A student may encounter specific grammatical difficulties when dealing with content. Occasionally, the teacher will identify a grammatical item which is causing difficulty to several students, thus finding it necessary to devote teaching time to grammar.

To aid teachers in their daily task of lesson preparation and long-term planning, the following guidelines may be helpful.

### **Preparation Guidelines**

1. Identify / articulate the learning outcomes
2. Preview the content of the theme
3. Organize the overall approach
4. Order the choice of selections
5. Obtain the necessary resources

### **Presentation Guidelines**

1. Begin each class with a short warm-up activity to put students at ease and to ensure some continuity from selection to selection.
2. Introduce the selection by asking general questions related to the theme.

3. Personalize the theme by relating it to the students' experiences. This tends to create student interest.
4. Examine the title and/or illustrations to help students further anticipate the selection.
5. Provide any necessary background information that will aid in comprehension of the selection. i.e. biographical, social-cultural, related writing.

Throughout this process, it is recommended to introduce any new vocabulary or structure pertinent to the comprehension of the selection.

**Recommended Approach**

**(A) Written Selections**

1. Warm-up
2. Read selection. The teacher may wish to read to the class, have individuals read aloud or assign the selection as silent reading.
3. Pose general questions to verify comprehension of selection.
4. Personalize the selection by linking this selection to students' experience.
5. Assign activities/projects:
  - comprehension/literary appreciation questions
  - vocabulary study
  - creative writing
  - oral presentation

**(B) Audio Selections**

1. Warm-up
2. Present song as a listening activity.
3. Question students as to their initial reaction to the song.
4. Replay song. Give questions to guide their listening.
5. Pose more in-depth questions.
6. Present specific insights to complete overall comprehension of song.
7. Link the selection to other songs that students may know.
8. Distribute lyrics
9. Assign appropriate follow-up activities/project:
  - comprehension/literary appreciation questions

- vocabulary study
- creative writing (for example adding a verse)
- effective use of language/literature devices
- sing-a-long/lip sync

### **(C) Video Selections**

Vidéo France: *Profils des Français*

Vidéo Jeunesse: *Jeunes de France*

#### **(i) Preparation for viewing**

1. Introduce the title and topic of the video.
2. Elicit personal reactions or examples related to the topics.
3. Review the historical or technical background of a topic.
4. Review key vocabulary, idioms and expressions contained in the video.
5. Discuss customs or cultural stereotypes.
6. Direct students to focus attention on certain aspects in a first viewing.
7. Provide questions to guide viewing.

#### **(ii) Viewing**

1. Identify places, peoples and/or topics.
2. Stop on an image and describe the scene in order to elicit key vocabulary, structures, actions; predict what is to happen.
3. Classify elements of sections by completing a chart or making a list.
4. Retell the action of a section; replay as needed for general comprehension.
5. Complete an outline of the main points; students take notes; compare notes.
6. Answer questions provided in the 'preparation for viewing' stage; pose more in-depth questions.
7. Link video content to personal experience of the students.

**(iii) Follow-Up Activities**

1. Complete comprehension questions.
2. Do vocabulary study.
3. Prepare a research essay and/or report on related topics.
4. Creative writing:
  - compose dialogues.
  - select particular scenes and describe them in detail.
  - imagine characters in other situations.
5. Role-playing:
  - students imagine themselves in similar situations.
  - dramatize a section of the script; produce a student video.
  - conduct interviews based on the characters.

***Evaluation***

An evaluation plan is an essential part of effective teaching providing students and teachers with direction for their efforts and indicating their progress in relation to specific curriculum outcomes. At the start of the school year, the teacher should establish both a formative and summative evaluation scheme. Ideally this would be done through discussion with the students. The students need to know which activities have been identified for assessment and the criteria by which their efforts will be evaluated. The plan should incorporate the following principles:

1. It should be FLEXIBLE. Since students show varying degrees of progress during the school year, the evaluation scheme should be flexible enough to permit the teacher to recognize such progress.
2. It should emphasize CONTINUOUS evaluation. This would serve to inform students about their progress and would allow the teacher to identify specific problems which require re-teaching.
3. It should include evaluation instruments which are CRITERION REFERENCED in that they reflect the specific learning outcomes of the course.

It is recommended that teachers use the following grading scheme in their evaluation:

### **Oral Production: 20%**

For assessment purposes, this is an example of spontaneous work. It is the day to day oral work by the students based on participation in routine activities. For example, students speak for one minute after rolling a die on which several topics are written. This type of evaluation is done on a continuous basis and is considered as individual production.

### **Oral Presentation: 20%**

For assessment purposes this is an example of prepared work. It includes debates, role-plays or skits, research-based oral reports, and recitations. This type of evaluation can be considered as an individual or group type of production. Students will be required to complete a **minimum of one presentation per theme**.

### **Creative Writing: 30%**

For assessment purposes this is an example of prepared work in that it follows the process of preparing an outline, writing a draft, editing it, rewriting, and proofreading before submission. This category includes précis writing, poetry, songs, research, compositions, surveys, letter and journal writing. If journal writing is included, it should be considered an example of spontaneous work. Students will be required to complete a **minimum of six writing samples; three of which must be compositions**.

### **Quizzes/Tests/Exams: 30%**

For assessment purposes these items are examples of spontaneous work, even though to some extent the work is controlled. For controlled activities, students usually have to select a response from a list provided or fill in a word(s). Such items can generally be graded as simply right or wrong. This, however, is not true of one or two word responses to questions; these may involve other aspects such as pronunciation and structure. Given the demands on students in this context, student performance can only

reasonably be assessed on the basis of comprehensibility.

Possible items include word study, cloze test, dictation, general questions, guided/free compositions, poems/songs, précis, writing reactionary items and questions based on an unseen passage.

**Criteria for  
Spontaneous  
Language  
Performance**

**Oral Expression:**

This is a demanding type of performance but vital for the students' success in the course. **Spontaneous Oral Performance** requires the student to do the following:

- understand the message
- recall information related to that message
- select appropriate vocabulary and language patterns to express ideas or comments
- organize ideas or comments into comprehensible language
- express the message within a time limit

The teacher should focus more on the message which the student is attempting to communicate, and less on the form of the message. The following questions should be answered by the teacher:

- Does the student understand?
- Is the message transmitted comprehensible to the audience?

If the factual or interpretative points are comprehensible, this is acceptable performance. To distinguish quality in relation to the factual content teachers may use the scale such as the one located in Appendix B. When employed **regularly**, this is a reliable and valid means of evaluating oral work.

**Written Expression**

Within the framework outlined for evaluation in French 3201, test and exam items such as opinion or personal interpretation questions, are considered **Spontaneous Language Performance**. Student work is a first draft prepared under a time constraint with little opportunity for editing and rewriting. Therefore, these test or exam items should be graded mainly on the basis of the following components: **content**, **logical ordering** and **vocabulary**. Appendix B contains a scale incorporating these criteria.

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### **Criteria for Prepared Language Performance**

Prepared Language Performance activities can be written submissions or oral presentations. A student is required to do the following:

- prepare an initial draft
- discuss this in a student-teacher or small group conference
- rewrite, revise, edit work incorporating all suggested improvements
- proofread final draft
- present or submit work for grading

The teacher assesses this work according to the following criteria:

- content
- logical ordering
- vocabulary
- organization
- clarity of expression
- grammatical accuracy
- style

Appendix B contains a weighted scale incorporating these criteria of performance.

### **Affective Domain**

In-class participation and positive attitudes towards francophones and their way of life are essential to a successful French 3201 course. While difficult to measure, the teacher must consider these areas to ensure students derive the fullest possible benefit from the course. These aspects of the **Affective Domain** can be evaluated by means of a rating scale found in Appendix B.

### ***Course Organization***

The content of the course is organized around three themes: *La jeunesse*; *Nos défis* and *Vivre ensemble*. Each theme is characterized by the integration of audio, print and video selections. The suggested time allocated to a theme allows teachers and students to be selective in the range of activities to be completed. The teacher must ensure that there is a balance between individual and group work and between oral and written tasks. Sufficient time is provided to allow the use of **each** video and audio suggested, as well as a wide selection of the written materials.

It is recommended that the themes be studied in the order suggested so that *La jeunesse* will be developed first while *Nos défis* and *Vivre ensemble* will be completed successively. The time frame provides for both formative and summative evaluation throughout each theme. Final products can serve as summative evaluation instruments as long as the receptive and productive skills are integrated in the activity.

The *Pot-Pourri* category contains selections which are not directly related to the themes. Teachers may choose these selections periodically throughout the year as interest and time permit. Some of the print and video materials may be more challenging and are therefore more appropriate as enrichment activities while other selections within this section may be treated with less depth.

The themes provide a context for the learning of high frequency vocabulary related to the following domains:

- high school and post secondary life
- careers (aviation, police officer, chauffeur, etc.)
- summer jobs
- travel and tourism
- foods and restaurants
- childhood
- personal interests
- nostalgia
- emotions
- nature / environment
- correspondence
- war and peace
- fashion
- health
- media
- technology
- equality
- relationships
- geography
- heritage
- typical Québécois expressions

These domains serve as a vehicle for the acquisition of new vocabulary, an essential component of the course.

The specific learning outcomes for each theme serve as the essential core of the course. They are a detailed description of how the students can demonstrate their success in French 3201.

This course promotes communication. This involves students expressing their needs and interests and interpreting given situations. Implicit in this is the dynamic nature of the classroom where the students take responsibility for their own learning through student-teacher and student-student interaction.

Cooperative learning is an approach to organizing the classroom to permit students to work together on tasks and learn from one another. Students are encouraged to respect the thoughts and opinions of others and to appreciate the importance of working together as a unit. These are important employability skills which will be a great asset to students in their future endeavours.

*Plan of Work*  
*French 3201*

### **I. La jeunesse**

Through their study of this theme, students will be expected to:

<b>Communicating</b>	1.1	Participate actively in classroom routines conducted in French
	1.2	Make inquiries to obtain information or service
	1.3	Compare needs, desires, opinions and emotions
	1.4	Adapt vocabulary, sentence structures and rate of speech to the audience or purpose
	1.5	Interact effectively and spontaneously
	1.6	Create texts using the writing process incorporating information from a number of resources
	1.7	Narrate events and experiences
	1.8	Transcribe oral communications into written form
<b>Acquiring Information</b>	2.1	Adapt information from oral texts to complete a task
	2.2	Adapt information from French materials in order to complete an authentic task
	2.3	Research a chosen topic and analyze relevant information to complete an authentic task
	2.4	Read texts for enjoyment and information and analyze the themes, figurative language and symbolism found in these texts
<b>Experiencing Creative Works</b>	3.1	View, listen to and read creative works with support analyze and respond to them through various means
<b>Understanding Cultural Influences</b>	4.2	Explain cultural similarities and differences using examples
	4.3	Assess the behavioural patterns and values that define their own culture and analyze how these patterns and values influence the way they personally view the world
	4.4	Describe the contributions of contemporary francophones and francophone cultures to Canada and the world
	4.5	Explain the advantages of being bilingual
	<b>Using Language Learning Strategies</b>	5.1
5.2		Use previously acquired language learning techniques to sustain communication and to expand their knowledge of French
5.3		Use reference materials independently to facilitate comprehension and to communicate effectively
5.4		Organize, individually and in groups, an oral, written or visual production
5.5		Apply their knowledge of which strategies are effective to enhance clarity, precision and effectiveness of their texts

## **La jeunesse:**

(15 semaines)

The activities of this theme provide students the opportunity to:

Compare and contrast ideas in the selections relative to:

- high school versus university life
- dreams and reality
- values such as pride in a job well done
- career opportunities
- educational systems
- economics
- adapting to change

Describe their own experiences and support opinions relative to travel, education, relationships, career plans, family, leisure, nature, stereotypes.

Analyse the themes, figurative language and symbolism found in the songs.

Interpret the information and messages found in maps, menus and posters.

Demonstrate their ability to organize camp activities and travel itineraries.

Identify the use of technology in aviation, career choices, education and the service industries and assess its impact on their own lives.

Apply their acquired knowledge and skills to a creative endeavour such as:

- a survey
- an interview with a real or imaginary person
- a video
- a debate
- an oral or written report
- a curriculum vitae

## **Selections**

### **Passe-Partout**

- *Demande d'emploi* (4) <sup>1</sup>
- *Êtes-vous chahuteur* (3)
- *L'anniversaire de Marie-Edwige* (4)
- *Les valeurs des jeunes* (8)
- *Voyez à votre avenir*(2)

### **Profils des Français**

- *Des craies de toutes les couleurs* (4)
- *Vivre sa vie* (5)

### **Des Chansons Québécoises sans Frontières**

- *Frédérique* (4)
- *La Manic* (4)
- *Ce matin* (4)
- *Notre Sentier* (4)

### **Jeunes de France**

- *Une journée de liberté* (6)
- *Jeunesse aviation* (5)
- *Bon appétit* (6)
- *Colonie de vacances* (6)

1. Suggested number of classes for the selection is indicated in parentheses. Number is based on **40 minute** periods.

### **II. Nos défis**

Through their study of this theme, students will be expected to:

<b>Communicating</b>	1.1	Participate actively in classroom routines conducted in French
	1.2	Make inquiries to obtain information or service
	1.3	Compare needs, desires, opinions and emotions
	1.4	Adapt vocabulary, sentence structures and rate of speech to the audience or purpose
	1.5	Interact effectively and spontaneously
	1.6	Create texts using the writing process incorporating information from a number of resources
	1.7	Narrate events and experiences
	1.8	Transcribe oral communications into written form
<b>Acquiring Information</b>	2.1	Adapt information from oral texts to complete a task
	2.2	Adapt information from French materials in order to complete an authentic task
	2.4	Read texts for enjoyment and information and analyse the themes, figurative language and symbolism found in these texts
<b>Experiencing Creative Works</b>	3.1	View, listen to and read creative works with support analyse and respond to them through various means
<b>Understanding Cultural Influences</b>	4.2	Explain cultural similarities and differences using examples
	4.3	Assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world
	4.4	Describe the contributions of contemporary francophones and francophone cultures to Canada and the world
	4.5	Explain the advantages of being bilingual
	<b>Using Language Learning Strategies</b>	5.1
5.2		Use previously acquired language learning techniques to sustain communication and to expand their knowledge of French
5.3		Use reference materials independently to facilitate comprehension and to communicate effectively
5.4		Organize, individually and in groups, an oral, written or visual production
5.5		Apply their knowledge of which strategies are effective to enhance clarity, precision and effectiveness of their texts

**Nos défis:**

(10 semaines)

The activities of this theme provide students the opportunity to:

Compare and contrast ideas in the selections relative to:

- causes and effects of AIDS
- protection of the environment
- travel experiences
- making responsible decisions
- urban life and city life
- human relations
- family relations
- customs associated with restaurants

Describe their own experiences and support opinions relative to travel, relationships, family, health, nature, environment.

Analyse how the songs, videos and the “affiches” relate to the theme of *Nos Défis*.

Explain uniquely francophone values and experiences such as French restauranting.

Demonstrate their ability to organize travel itineraries, recycling projects, and surveys.

Identify and analyse the challenges facing young people and assess the ways to cope with these challenges.

Apply their acquired knowledge and skills to a creative endeavour such as:

- a survey
- an interview
- a video
- a debate
- an oral or written report

**Selections**

**Passe-Partout**

- *SIDA: les faits, l'espoir* (6)
- *Oublier...boire* (3)
- *Enquête d'opinion concernant l'environnement* (3)
- *Les premiers pas du recyclage* (4)
- *Au coeur de quotidien* (4)

**Profils des Français**

- *Y a pas de problèmes* (5)
- *Gourmandises* (4)

**Des Chansons Québécoises sans Frontières**

- *Je reviens chez nous* (4)
- *Je reviendrai à Montréal* (4)
- *Les fleurs de macadam* (4)

### **III. Vivre ensemble**

Through their study of this unit, students will be expected to:

<b>Communicating</b>	1.1	Participate actively in classroom routines conducted in French
	1.3	Compare needs, desires, opinions and emotions
	1.4	Adapt vocabulary, sentence structures and rate of speech to the audience or purpose
	1.5	Interact effectively and spontaneously
	1.6	Create texts using the writing process incorporating information from a number of resources
	1.7	Narrate events and experiences
	1.8	Transcribe oral communications into written form
	<b>Acquiring Information</b>	2.1
2.2		Adapt information from French materials in order to complete an authentic task
2.3		Research a chosen topic and analyse relevant information to complete an authentic task
2.4		Read texts for enjoyment and information and analyse the themes, figurative language and symbolism found in these texts
<b>Experiencing Creative Works</b>	3.1	View, listen to and read creative works with support analyse and respond to them through various means
	3.2	Analyse and interpret media texts and produce a variety of such texts
	3.3	Distinguish between fiction and non-fiction and apply this knowledge to a creative endeavour
<b>Understanding Cultural Influences</b>	4.1	Show cultural sensitivity in everyday situations through appropriate behaviour and language
	4.2	Explain cultural similarities and differences using examples
	4.3	Assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world
	4.4	Describe the contributions of contemporary francophones and francophone cultures to Canada and the world
	4.5	Explain the advantages of being bilingual
<b>Using Language Learning Strategies</b>	5.1	Apply their knowledge of parallel conventions in the French and English languages to communicate effectively
	5.2	Use previously acquired language learning techniques to sustain communication and to expand their knowledge of French
	5.3	Use reference materials independently to facilitate comprehension and to communicate effectively
	5.4	Organize, individually and in groups, an oral, written or visual production
	5.5	Apply their knowledge of which strategies are effective to enhance clarity, precision and effectiveness of their texts

**Vivre ensemble:**

(10 semaines)

The activities of this theme provide students the opportunity to:

Discuss historical facts surrounding the cultural heritage of Québec.

Compare and contrast ideas in the selections relative to:

- the family unit
- professions
- cultural gap between English and French
- war and peace
- feelings of patriotism
- values
- morals
- prejudice

Describe their own experiences and support opinions relative to racism, stereotypes, war, family, professions, patriotism, values and morals and personality traits.

Analyse the themes, figurative language and symbolism found in the songs and poems.

Apply their acquired knowledge and skills to a creative endeavour such as:

- a letter
- a poem
- a song
- an ad
- a poster/collage
- a research project
- a debate
- a talk show
- an editorial
- a short story

**Selections**

**Passe-Partout**

- *H comme Hockey* (3)
- *Ils cherchent des correspondants* (2)
- *Affiches* (1)
- *Les tribulations d'un Québécois à Paris* (2)
- *Monopapas* (4)
- *L'enfant noir* (4)
- *Condamnation* (2)
- *Familiale* (2)

**Profils des Français**

- *Je m'appelle Amar* (5)
- *Je vous dois combien?* (5)
- *Vingt-deux v'la les flics* (5)

**Des Chansons Québécoises sans Frontières**

- *Mon Pays* (4)
- *Les uns contre les autres* (4)
- *Quand les hommes vivront d'amour* (4)

### **Pot-pourri**

Through their study of this unit, students will be expected to:

<b>Communicating</b>	1.1	Participate actively in classroom routines conducted in French
	1.2	Make inquiries to obtain information or service
	1.3	Compare needs, desires, opinions and emotions
	1.4	Adapt vocabulary, sentence structures and rate of speech to the audience or purpose
	1.5	Interact effectively and spontaneously
	1.6	Create texts using the writing process incorporating information from a number of resources
	1.7	Narrate events and experiences
	1.8	Transcribe oral communications into written form
<b>Acquiring Information</b>	2.1	Adapt information from oral texts to complete a task
	2.2	Adapt information from French materials in order to complete an authentic task
	2.3	Research a chosen topic and analyse relevant information to complete an authentic task
	2.4	Read texts for enjoyment and information and analyse the themes, figurative language and symbolism found in these texts
<b>Experiencing Creative Works</b>	3.1	View, listen to and read creative works with support analyse and respond to them through various means
	3.2	Analyse and interpret media texts and produce a variety of such texts
	3.3	Distinguish between fiction and non-fiction and apply this knowledge to a creative endeavour
<b>Understanding Cultural Influences</b>	4.1	Show cultural sensitivity in everyday situations through appropriate behaviour and language
	4.2	Explain cultural similarities and differences using examples
	4.3	Assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world
	4.4	Describe the contributions of contemporary francophones and francophone cultures to Canada and the world
	4.5	Explain the advantages of being bilingual
<b>Using Language Learning Strategies</b>	5.1	Apply their knowledge of parallel conventions in the French and English languages to communicate effectively
	5.2	Use previously acquired language learning techniques to sustain communication and to expand their knowledge of French
	5.3	Use reference materials independently to facilitate comprehension and to communicate effectively
	5.4	Organize, individually and in groups, an oral, written or visual production
	5.5	Apply their knowledge of which strategies are effective to enhance clarity, precision and effectiveness of their texts

## **Pot-pourri**

The activities of this theme provide students the opportunity to:

Compare and contrast ideas relative to:

- Christmas
- character traits
- attitudes of people toward their neighbours
- fashion and styles
- life in the North
- standard and slang language
- types of music
- the media

Describe their own experiences and support opinions relative to Christmas, character traits and feelings; computer technology, isolation.

Analyse the themes, figurative language and symbolism found in the songs and poems.

Apply their acquired knowledge and skills to a creative endeavour such as:

- press conference
- collage
- curriculum vitae
- fashion show

## **Selections**

### **Passe-Partout**

- *Devinette I* (1)
- *Devinette II* (1)
- *Lettres au père Noël* (2)
- *Lettres de démission du père Noël* (2)
- *Un trou dans les nuages* (3)
- *La dépression de l'ordinateur* (2)
- *Victime de la mode* (2)

### **Profils des Français**

- *La guerre des tubes* (5)

### **Des Chansons Québécoises sans Frontières**

- *La complainte du phoque en Alaska* (40)
- *Les amours, les travaux?* (4)

### **Jeunes de France**

- *Esmod* (6)
- *Christophe de Canal J* (5)

### ***Authorized Resources***

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- video
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Reading***

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- Duplantie, Monique. *Méfiez-vous du discours interculturel*. The Canadian Modern Language Review. Vol. 49, no. 1, October/octobre 1992, pp. 10-36.
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- Province of Newfoundland and Labrador. Department of Education. *High School Certification Handbook* (published annually).

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Province of Newfoundland and Labrador. Department of Education (1997). *Intermediate Core French Curriculum Guide*.

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