



## I. Key Message/Expectations

Learning a second language consists largely of speaking and listening activities, so good attendance helps achieve success. When unable to attend, students can still engage in listening to French via music, television shows, movies, Blogs, websites and apps such as Duo-Lingo. The overarching expectation is to show RESPECT (to themselves, classmates, staff members and their classroom environment), and to have a positive attitude toward learning a new language.

## II. Course Overview

Students will engage in various language activities, based on the context, the communicative task and the different information and technologies available, in order to understand key words or expressions in guided situations that will enable them to understand oral & written French, and make themselves understood in oral & written French.

## III. Scope and Sequence

Students will draw on their own field of experiences to relate to the following topics:

- 1) PERSONAL CONTEXT- *identifying and describing your daily or weekly routines, reflecting on your personal image & clothing style preferences, describing your responsibilities at home & describing your childhood*
- 2) EDUCATIONAL CONTEXT – *identifying French-language speakers or resources within the community, reflecting on your future studies or opportunities, expressing your feelings about school life*
- 3) PUBLIC CONTEXT – *identifying tourist destinations within your own community as well as Francophone communities, discussing weather conditions associated with those destinations, seeking accommodations, and comparing design & availability of public spaces for tourists*
- 4) OCCUPATIONAL CONTEXT – *reflecting on your personal inventory of skills & aptitudes in relation to possible jobs & careers, identifying steps related to job seeking and participating in interactions related to job searching.*

We will spend five weeks per unit.

#### **IV. Teaching Methodology**

Students will be taught through a variety of different instructional methods and strategies including but not limited to: Direct teaching, cooperative learning, independent learning, brainstorming, small and large group discussions, inquiry based research assignments, reflections to literature and incorporation of technology.

#### **V. Assessment**

A variety of assessment practices will be utilized with an emphasis on descriptive feedback. Assessment will be based on the student's achievement of the outcomes in the Program of Studies for French 20. Parents and students are encouraged to check marks in PowerSchool regularly, and parents may contact me via email ([mestonc@prsd.ab.ca](mailto:mestonc@prsd.ab.ca)) with any questions or concerns.

Assignments/Projects = 40%      Quizzes = 30%      Final Exam = 30%

#### **VI. Resources**

The following links are resources from the Alberta Education Program of Studies and give a useful guide for helping your child as a second language learner. There are a multitude of online resources available as well that offer games and vocabulary activities that are engaging for many ages, as well as apps such as "Duolingo", and an excellent dictionary/translator called "Reverso Contexto".

<http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=454775#817459>

<https://new.learnalberta.ca/Resources/content/flbla/index.html>

<https://ab.cpf.ca/resources/for-parents/>

*Amusons-nous bien cette année!!!*

