



Course: Core French 10

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Introduction

Welcome to Core French 10! Acquiring a new language opens the door to a world of new experiences. As students study a new language, they develop an understanding and appreciation of other people, cultures, beliefs, and ways of life, while also developing a deeper understanding of their own culture and personal identity. They learn new ways to think, learn, and communicate with others, and gain a new perspective on their experiences and the world around them.

As one of Canada's two official languages, French is a vital part of the Canadian identity. Being able to communicate in both official languages opens the door to unique educational, travel, and career opportunities throughout Canada and the world. French is spoken by over 270 million people worldwide and is an official language of 29 countries. Learners who are proficient in French are able to explore and deepen their understanding of the richness and diversity of *la francophonie*, the global French-speaking community.

Acquiring French deepens learners' understanding of the important relationship between language and culture and allows students to transcend cultural boundaries and biases. As globalization increases, it is important that learners become aware that they are a part of a rich cultural and linguistic diversity. Developing linguistic and intercultural competencies increases students' ability to understand and communicate effectively with people across Canada and around the world.

Canada's unique cultural heritage is composed of a variety of experiences and perspectives, from those of First Nations, Métis, and Inuit to those of people newly arrived in our country. These rich and varied tapestries of experience are a part of the historical and contemporary foundation of Canada. This curriculum offers opportunities for learners to explore, understand, respect, and appreciate their own and others' cultural heritage.

As learners gain proficiency in French, they develop many competencies essential to their continued success in life, including critical thinking, creative thinking, and communication skills. For example, learning an additional language is known to enhance students' learning and literacy in their first language, as well as contributing to their overall cognitive development. As they learn to communicate clearly and effectively in French, students gain transferable skills and processes that contribute to their proficiency as communicators in their other language(s).

Goals in Core French 10

Students are expected to:

- use French as a form of self-expression
- communicate with purpose and confidence in French
- explore a variety of French-language texts
- appreciate the interconnectedness of language and culture
- expand their understanding and appreciation of other cultures
- deepen their understanding of their first language and of their own cultural identity
- understand the educational, travel, and career opportunities that acquiring an additional language offers
- foster an appreciation of learning languages

Assessment

All students will be evaluated on their ability to speak, write and comprehend French at the end of the semester. Assessment is a process of collecting information and evidence about a student's progress towards meeting the learning outcomes. Grades will be calculated according to the following weightings.

Substantive Assignment (Unit 1)	10 %
Speaking and Listening Assignments	20 %
Writing and Representing Assignments	20 %
Reading and viewing Assignments	20%
Projects, Quizzes and Tests	30 %

Mastery is encouraged. Students who wish to improve their work and resubmit are invited to discuss their options with their teacher. When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

Please note that official registration in the course occurs only after the student has completed Unit 1 (otherwise known as the substantive assignment). This means that the course will not appear on any official reporting document until the student has fulfilled this requirement.

Attendance

Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Kim Pepler (your teacher) at least once a week – face to face, by email or phone. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

Completion Timeline Expectations

Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.