



ECOLE SECONDAIRE
HANDSWORTH
SECONDARY SCHOOL



Course: Culture & Communication 9
(French immersion)

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BIG IDEAS

Identity is explored, expressed, and impacted through arts experiences.

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

Creative arts experiences can build community and nurture relationships with others.

Improving communication skills in a language helps us define ourselves and affirm our ideas.

Language is a cultural tool, the common thread of knowledge and values.

Course Description:

The **Culture & Communication 9** curriculum seeks to awaken the curiosity of students by encouraging them to look critically at the world around them. It is designed to enable students to use the French language as a cognitive development tool to build their knowledge through observation, exploration, inquiry, and the integration of newly acquired knowledge about the world. It will help develop student's their oral communication skills while exploring different facets of the Francophone culture such as language, norms, social conventions, values, beliefs, food, identity, traditions, music, arts, movies, etc. The curriculum will connect students with history, heritage, culture, and community, fostering an understanding of the diverse values and perspectives of francophone societies. Language is a communication and learning tool through which students create their identity and shape their perception of reality. Acquiring a new language helps students to develop intellectual tools, enabling them to face reality and the unknown, and to gain a different perspective of the world. The cultural dimension plays an important role in learning because it offers students the opportunity to explore and better understand the realities of their culture and those of the French-speaking world. By interpreting and analyzing French-language text of different genres written by Francophones in British Columbia, the rest of Canada and the world, students practice critical thinking and reflect on how language and culture influence personal perceptions and values. By self-identifying as students in a bilingual learning environment, they become aware of how acquiring a new language helps to develop their Canadian identity and contributes to their personal and social development.

Curricular Competencies – What the student will do...

Exploring and creating

- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences
- Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning

Exploring and reflecting

- Interpret messages to gain an awareness of the linguistic and cultural variety found in the French-speaking world
- Identify and analyze cultural values and symbols in Aboriginal and other **texts**



Curricular Competencies – What the student will do...

- Develop one's critical thinking skills by questioning one's knowledge and assumptions and modifying them accordingly
- Compare the messages, points of view and intentions of different authors in their texts
- Identify the characteristics of the texts under study to deepen one's understanding of a society

Creating and communicating

- Communicate orally in a spontaneous and effective way in response to proposed and actual situations
- Understand the value of tenses in order to use them appropriately in communication

Communicating and documenting

- Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Connecting and expanding

- Reflect on works of art and creative processes to make connections to personal learning and experiences
- Take creative risks to experience and express thoughts, emotions, ideas, and meaning
- Demonstrate respect for themselves, others, and the audience
- Collaborate through reciprocal relationships during creative processes
- Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content – What the student will know...

- The roles of performers and audiences in a variety of contexts
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
- Contributions of innovative artists from a variety of genres, communities, times, and places
- Personal and social responsibility associated with creating, performing, and responding in the arts
- The ethics of cultural appropriation and plagiarism
- Communication strategies: registers of language, speaking to an audience, clarification, explanation
- Cultural and historical elements
- Language elements: agreement of past tenses, hypothetical sentences
- Revision strategies
- Elements to enrich a text: varied vocabulary

Summative Assessments – What the student will understand...

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| <ul style="list-style-type: none">➤ Create research presentations➤ Communicate information through oral presentations➤ Lead and participate in debates➤ Speak in various settings | <ul style="list-style-type: none">➤ Think critically about culture➤ Present their learning to a varied audience➤ Their identity and that of others➤ Create informative videos |
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Achievement Goals – Description of the letter grades...

TO ACHIEVE AN “EXCEEDING EXPECTATIONS – A”, STUDENT WILL/CAN...

- Produce high-quality, frequently innovative work which consistently demonstrates sophisticated understanding of the curricular competencies.
- Communicate comprehensive, nuanced understanding of concepts and contexts.
- Consistently demonstrate sophisticated critical thinking.
- Frequently transfer knowledge and skills with independence and expertise in a variety of complex situations.
- Aptly build on and apply skills previously acquired to communicate concepts and opinions.
- Always converse in French to teacher and peers with very minimal use of the English language.

TO ACHIEVE A “FULLY MEETING EXPECTATIONS – B”, STUDENT WILL/CAN...

- Consistently produce high-quality work which often demonstrates sophisticated understanding of the curricular competencies.
- Communicate comprehensive understanding of concepts and contexts.
- Consistently demonstrate critical thinking.
- With some support transfer knowledge with skill in a variety of situations.
- Build on and apply skills previously acquired to communicate concepts and opinions.
- Mostly converse in French to teacher and peers with minimal use of the English language.

TO ACHIEVE AN “APPROACHING EXPECTATIONS – C”, STUDENT WILL/CAN....

- Produce work of satisfactory quality which demonstrates understanding of the curricular competencies.
- Communicate basic understanding of concepts and contexts, which occasionally significant misunderstandings or gaps.
- Begin to demonstrate some basic critical thinking.
- Be fixed in the use and application of knowledge and skills, requiring support in basic situations.
- In certain circumstances, lack the ability to identify the problems in a situation and have challenges to develop a response.
- Build on and apply skills, with support, previously acquired to communicate concepts and opinions.
- Sometimes converse in French to teacher and peers with considerable use of the English language.



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Assessment

During this school year, the teacher will provide these types of assessments: **assessment *as* learning** and **assessment *for* learning (formative assessments)** and **assessment *of* learning (summative assessment)**.

Formative assessment	Summative assessment
<p>Description:</p> <ul style="list-style-type: none">➤ The on-going practice of no-risk activities.➤ Students begin to ask: "what concepts do I still have to master and how can I improve future work?"➤ This is assessment <i>AS</i> learning and assessment <i>FOR</i> learning.	<p>Description:</p> <ul style="list-style-type: none">➤ The evidence used to determine student achievement in relation to the curricular competencies. Summative assessments are used to determine students' grades.➤ This is assessment <i>OF</i> learning.
<p>Purpose of Formative Assessment:</p> <ul style="list-style-type: none">➤ Focus on student learning and self-assessment/ reflection.➤ Teacher checks for learning to adjust instruction.➤ Provides continual feedback to student.➤ Focus is on student improvement.➤ It is not part of achievement grade.	<p>Purpose of Summative Assessment:</p> <ul style="list-style-type: none">➤ Compares a student's learning to curricular competencies from course curriculum.➤ Reported as the achievement grade.
<p>Types of Formative Assessment:</p> <ul style="list-style-type: none">➤ In-class questioning➤ In-class activities➤ Self-reflections➤ Exit slips	<p>Types of Summative Assessment:</p> <ul style="list-style-type: none">➤ Projects➤ Presentations➤ Assignments➤ Debates

HOW MARKS WILL BE RECORDED for REPORT CARD MARKS:

- **Formative Assessments** will be weighted at 0%.
- **Summative Assessments** will account for all of the course marks for the year.
- Final course grades will be calculated as a CUMULATIVE total throughout the school year.



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Policies and Procedures

TEACHER GOALS

- Create a positive and fun learning environment
- Encourage the development of strong work habits
- Maintain high standards and expectations
- Maintain open lines of communication with students and parents/guardians
- Support students in their learning
- Provide clarification if doubts/questions may arise
- Communicate information effectively to students

STUDENT GOALS

- Be punctual and have consistent attendance
- Maintain a positive attitude and engage in learning
- Ask for help OR for a challenge
- Develop your critical thinking and problem-solving skills
- Reflect on learning by recording your personal goals and successful strategies
- When working on a group project, be reliable, responsible, and accountable as you are a member of a team.
- Look at the blog or ask a peer for information missed in class before returning to class.

I, _____, agree to meet the following student expectations:

- Arrive punctually, with all my materials, and be ready to work and participate in every class.
- Use my cell phone ONLY as directed by my teacher. Any abuse of this privilege will have consequences.
- Hand-in work on due date.
- Contact my teacher Ms. Isabelle at isabelle@sd44.ca OR via Remind BEFORE an assignment is due IF there is a legitimate reason as to why I may ask for an extension or will be absent.
- It is my responsibility to check the website & get Remind notifications to check for information given in class when applicable.
 - Website: <https://blogs.ubc.ca/isabelle/>
 - Remind: class code available on the website.

Dear parent(s)/guardian(s):

Please discuss the policies and procedures of the French Immersion Department with your child. We would like you and your child to acknowledge that you are aware of the learning outcomes and expectations for this course.

Thank you and I look forward to teaching your child this year. ☺

Signed by the parent/guardian

Signed by the student

Date: _____

Date: _____