

# Core French 12 Learning Map 2017-2018

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Students...	A	B	C+	C	C-
<b>1. Use a variety of strategies to construct and negotiate meaning in a growing range of contexts.<sup>1</sup></b>	Can communicate understanding and thinking in a variety of situations using learned expressions to assist with and clarify meaning.	Can usually communicate understanding and thinking in a variety of situations using learned expressions to assist with and clarify meaning.	Can adequately communicate understanding and thinking in some situations using learned expressions to assist with and clarify meaning.	With support, can communicate adequate understanding and thinking in some situations using learned expressions to assist with and clarify meaning.	With support, can communicate basic understanding and thinking in some situations using learned expressions to assist with and clarify meaning.
<b>Evidence:</b>					
<b>2. Exchange ideas and information using a growing fluency in a range of skills.<sup>2</sup></b>	Can easily exchange ideas and information in a range of situations, using all the skills from the big idea.	Demonstrates a strong ability to exchange ideas and information in a range of situations, using all the skills from the big idea.	Demonstrates a growing ability to exchange ideas and information in a range of situations, using all the skills from the big idea.	Demonstrates a basic ability to exchange ideas and information in a range of situations, using all the skills from the big idea.	With support, demonstrates a basic ability to exchange ideas and information in a range of situations, using all the skills from the big idea.
<b>Evidence:</b>					
<b>3. Expand understanding of Francophone culture through the exploration of Francophone creative works, connections between language and culture, and engaging with Francophone communities, people or experiences.</b>	Can easily read, view and demonstrate a thorough understanding of a growing range of creative works and connections between language and culture, through discussion of cultural diversity in local contexts and comparing Francophone culture to their own.	Demonstrates a strong ability to read, view and demonstrate a growing range of creative works and connections between language and culture, through discussion of cultural diversity in local contexts and comparing Francophone culture to their own.	Demonstrates a growing ability to read, view and demonstrate an understanding of a growing range of creative works and connections between language and culture, through discussion of cultural diversity in local contexts and comparing Francophone culture to their own.	Demonstrates a basic ability to read, view and demonstrate an understanding of a growing range of creative works and connections between language and culture, through discussion of cultural diversity in local contexts and comparing Francophone culture to their own.	With support, demonstrates a basic ability to read, view and demonstrate an understanding of a growing range of creative works and connections between language and culture, through discussion of cultural diversity in local contexts and comparing Francophone culture to their own.
<b>Evidence:</b>					

<sup>1</sup> **Strategies** used to derive and negotiate meaning at this level include circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution; interpreting body language, expression and tone; using contextual clues; interpreting familiar words. **Contexts** may differ in terms of audience, purpose, setting, formal vs. informal, etc. as well as in person, online and other forms of communication.

<sup>2</sup> **Skills** at this level include asking and answering a wide range of complex questions; sharing personal experiences; making predictions; describing activities, situations and sequences of events; comparing similarities and differences; explaining, expressing, supporting and defending opinions; identifying and explaining biases; expressing doubts, wishes, possibilities and hypotheticals; expressing needs; explaining emotions.

<b>4. Demonstrate increasingly effective, fluent and accurate use of complex learned vocabulary,<sup>3</sup> including word choice that affects meaning, identifying bias, and adjusting register to reflect different purposes.<sup>4</sup></b>	Demonstrates significant growth over time of the ability to use a range of increasingly effective, fluent and accurate complex learned vocabulary, ability to identify bias and adjust register, appropriate for grade level.	Demonstrates consistent growth over time of the ability to use a range of increasingly effective, fluent and accurate complex learned vocabulary, ability to identify bias and adjust register, appropriate for grade level.	Demonstrates moderate growth over time of the ability to use a range of increasingly effective, fluent and accurate complex learned vocabulary, ability to identify bias and adjust register, appropriate for grade level.	Demonstrates adequate growth over time of the ability to use a range of increasingly effective, fluent and accurate complex learned vocabulary, ability to identify bias and adjust register, appropriate for grade level.	Demonstrates minimal growth over time of the ability to use a range of increasingly effective, fluent and accurate complex learned vocabulary, word choice, ability to identify bias and adjust register, appropriate for grade level.
Evidence:					
<b>5. Use grade appropriate vocabulary and structures learned in class to demonstrate an increasingly complex ability to connect sequences of events using multiple forms of past, present and future time frames.<sup>5</sup></b>	Demonstrates consistent growth in the ability to use and understand grade appropriate vocabulary and structures learned in class to connect increasingly complex sequences of events in past, present and future time frames.	Demonstrates moderate growth in the ability to use and understand grade appropriate vocabulary and structures learned in class to connect increasingly complex sequences of events in past, present and future time frames.	Demonstrates adequate growth in the ability to use and understand grade appropriate vocabulary and structures learned in class to connect increasingly complex sequences of events in past, present and future time frames.	Demonstrates minimal growth in the ability to use and understand grade appropriate vocabulary and structures learned in class to connect increasingly complex sequences of events in past, present and future time frames.	With support, demonstrates minimal growth in the ability to use and understand grade appropriate vocabulary and structures learned in class to connect increasingly complex sequences of events in past, present and future time frames.
Evidence:					

**Note: for each Big Idea, students must demonstrate evidence of learning using ALL of the four language competencies (speaking, listening/viewing, reading and writing.)**

**Some key terms:**

- **“growth/growing”** refers to the idea that students need to show that, over time, they are able to perform a skill in a wider range of situations and with greater fluency. Their ability to perform a given skill will be limited at the beginning of the course, but over time and with practice should grow. Students will collect evidence of growth through their course work, and will demonstrate it through their portfolios. In grade 11 and 12, students will also need to show that they are becoming independent, self-directed learners who are able to locate and evaluate the usefulness of their own resources, etc.
- **“grade appropriate”** refers to the idea that students should be using only language structures and material that are taught in class or in materials connected to course work. They should be able to identify and explain use of a given

<sup>3</sup> **Vocabulary** includes a range of idiomatic expressions from a variety of Francophone regions. **Use** includes the full range of learned tenses, developing flow, employing precise vocabulary, and using appropriate structures.

<sup>4</sup> **Purposes** may include convincing, informing, entertaining, etc., showing an awareness of degrees of formality.

<sup>5</sup> **Timeframes** will be expressed with attention to nuances among tenses and moods, including previously learned tenses in addition to *le passé composé*, *l'imparfait*, *le plus-que-parfait*, *le passé simple*, *le conditionnel* and *le subjonctif*.

tense or structure, and use it in another context to show that it is learned material not generated by a translator or other form of outside assistance.

- **“learned”** is very similar to **“grade appropriate”**. Learned material and structures start with those covered in class. From time to time, students will find additional vocabulary on their own in dictionaries. This is a normal part of language student growth and is encouraged. In order to demonstrate that the material has been learned, the student should be able to show that they can use a word or structure in all four language competencies (speaking, listening/viewing, reading, writing) and that they can use it appropriately in more than one context. If students find new words/material on their own, they are encouraged to experiment with it in all four competencies and ask the teacher for help as needed to be able to show that it is learned.
- **“basic”** refers to the idea that the student can use models and structures that are used as examples or exercises in class, but may struggle to connect them, go beyond what is introduced when learning a structure, or see how it fits with previously learned material. From time to time more advanced vocabulary and structures will be taught in class, but students at a basic level may struggle with using it.
- **“minimal”** refers to the idea that a student can still perform at a basic level but is not yet able to go beyond that level, even after opportunities for practice have been given. They are still able to show some growth in the range of skills or fluency level of their language use over time.
- **“with support”** means that a student may regularly need notes, repetition, verbal prompting or other supports in order to use vocabulary or structures. This does **not** refer to the occasional need for a prompt when a student has forgotten a word and then is able to continue on independently and show growth in other areas.