



Programme d'immersion française

École secondaire Vancouver Technical

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Cours d'Études Indépendantes / French Immersion Independent Directed Study (IDSF)

The following individualized reading program was designed for students enrolled in Vancouver (SD # 39) in French Immersion who, in grade 10, participates in the TREK program. These students will return to their regular school in grade 11 in the immersion program. These students also want to obtain their Secondary School Leaving Certificate in British Columbia at the end of Grade 12.

The objective of this individualized reading program is to allow each student to:

- a) Read three French novels from a selected list relevant to the 10th grade immersion class program b) Prepare, after reading each of the novels, a work according to the criteria below.

The novels on the program are as follows (Choose three):

* Books are available in your school library

- **Douze contes réalistes** – Guy de Maupassant
- **J'ai quatorze ans et je ne veux pas mourir** – Christine Arnothy
- **Là où tombent les anges** – Charlotte Bousquet *Les Aurores Montréalaises* – Monique Proulx
- **Les lettres chinoises** – Ying Chen
- **Les bas du pensionnat** – Christy Jordan-Fenton et Margaret Pokiak-Fenton
- **Miguets!** : Portrait d'un passeur d'histoires – Michel Noël Mon ami Frédéric – Hans Peter Richter
- **Volkswagen Blues** – Jacques Poulain

Presentation formats: Read three books then choose a different format to present for each novel.

Some ideas :

- Ted X - with script - 2 to 3 minutes video presentation
- Prezi - 10 slide minimum
- Written report - 500 words
- Film Trailer to announce the filmed version of the book - pamphlet, video (with transcript), detailed poster
- Film or record an interview in the style of Ellen Degeneres or Oprah Winfrey and the author of the book (or with a character from the book)
- If you have another idea, discuss it with your teacher before starting.

Here are the topics for analysis (choose a different question per book)

1. What is at stake in the book (discrimination, systematic racism, sexism, cooperation, and conflicts)?
2. Analysis of the evolution of a character.
3. Present the cultural and historical elements of the novel, citing specific examples from the text.
4. Imagine another beginning or end for the novel, using the characters in the book.
5. Add a chapter... anywhere in the book.

Please send your work to the French Immersion department head of your school by the last Friday of September of your Grade 12 year.

