



COURSE OVERVIEW 2019-2020

Course Name:	Core French	Course Code:	FSF 3UE
Course Type:	Grade 11, University Preparation (Enriched)	Credit Value:	1.0
Teachers:	Mr. C. Bonneau-Whidden, Ms. K. Wasiak		

Course Description:

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Grade 11 FSL Curriculum: <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

Prerequisite: FSF 2D1 or FSF 2DC

COURSE OVERALL EXPECTATIONS:

Strand	Expectations
LISTENING	<p>A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
SPEAKING	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

READING	<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
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WRITING	<p>D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
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ASSESSMENT AND EVALUATION STRATEGIES:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

ASSESSMENT AND EVALUATION CATEGORIES AND WEIGHTS:

Achievement Chart Categories (Term)	
Achievement Category	Percentage
Listening	17.5%
Speaking	17.5%
Reading	17.5%
Writing	17.5%

Evaluation / Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Independent Study Project (written & oral presentation)	10%
• Oral Exam	10%
• Final Exam	10%

LEARNING SKILLS AND WORK HABITS ASSESSMENT:

The development of learning skills and work habits is an integral part of student learning.

These skills are:

Responsibility	Collaboration
Organization	Initiative
Independent Work	Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: **E** - Excellent, **G** - Good, **S** - Satisfactory, **N** - Needs Improvement.

LEARNING SKILLS ASSESSMENT:

The following skills will be monitored on an on-going basis throughout the year

- self-regulation skills
- completion of homework and assignments on time
- organization of notebooks
- speaking and writing in French in class
- positive participation in class
- contribution to group activities
- the ability to work independently
- the ability to stay on task
- the initiative taken to enhance language skills
- punctuality and attendance
- preparedness for class

ADDITIONAL INFORMATION:

Academic Dishonesty - Cheating and Plagiarism:

All learning tasks, assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism (including the use of an online translator) is a serious offence which will not be condoned. Academic consequences will result.

LATE AND MISSED ASSIGNMENTS - STUDENT ROLES AND RESPONSIBILITIES

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.
- Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011*; *Growing Success Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*

Students are encouraged to obtain their own French-English dictionaries (electronic or paper version) to better enable language learning. Here are some suggested websites: <http://www.linguee.com> and <http://www.wordreference.com>

*Online translators **are not** dictionaries, nor should they be used as such.*

Seek help early! Students with questions or struggles should speak with their teacher as early as possible to arrange a mutually agreed upon time for extra help. Students may also ask their guidance counsellor to be paired up with a Peer Tutor. Free online tutoring in French is offered at <http://voilalearning.com/en/free-online-tutoring/>

We hope that you have a great year learning and exploring the world around you, in Canada's second official language!

Bonne rentrée 2019!