



Student name:		Course of Study Outline
Developed in accordance with Ontario Ministry of Education documents:	<ul style="list-style-type: none"> ▪ <i>The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 2014 Revised</i> 	

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Moderns Department -- Assistant Curriculum Leader: A. Robalino

Course Title:	Grade 10 Core French				
Instructor	M. Bodor, Mme Takahashi	Contact Info:	416-396-5550 x20131		
Course Type:	Academic	Course Code:	FSF 2D1	Credit Value :	1.0 (Elective)
Prerequisite:	Gr. 9 Core French Academic			Materials:	<i>Voyages 1 (textbook)</i>

Ministry of Education Overall Expectations

<i>Strand</i>	<i>By the end of FSF2D1, students will...</i>
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>
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>

2016 - 2017 Course Content for FSF2D1 (section 2 of 9)

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Time Frame	Units of Study	Learning Goals	Language Structures	Assessment OF Learning
3 – 14 février (8 jours)	Bienvenue! <i>Révision générale</i>	Reinforce previously learned language concepts ; develop strategies for spontaneous communication	- General overview of the grade 9 curriculum : Le présent, passé composé, futur simple (verbes rég. et irrég.) Les pronom directs, indirects, y, et en	Diagnostic Assessment
15 février – 10 mars (17 jours)	Unité 1 : À table La gastronomie Excursion : Un restaurant français	- Learn about various cuisines -Describe different dishes, including Proper Adjectives - Critique a dining experience including all elements of a restaurant, service, food quality etc. - Students will apply this knowledge in real-life context by dining in a French restaurant	L'imparfait : être et avoir Prépositions de lieu : villes, provinces, pays Adjectifs d'origine ou nationalité Les participes passés utilisés comme adjectifs L'accord du participe passé avec l'objet direct Renforcement du comparatif/superlatif pour appuyer l'esprit critique	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Creating a menu Written culminating activity Unit Test
20 mars – 13 avril (19 jours)	Unité 2 : L'enfance Les beaux souvenirs Littérature : Le Petit Nicolas (ISU)	- Discuss childhood experiences including memories and keepsakes ; - read a French classic novel in order to reflect on various life-lessons and interpret the significance of character traits (ISU)	L'imparfait de tous les verbes Les verbes pronominaux au passé composé (Les verbes réfléchis et réciproques) Les emplois du passé composé et l'imparfait	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Unit test Literature test Literature interview
18 avril – 8 mai (15 jours)	Unité 3 : Paroles et images La publicité	- analyze advertising strategies and their effectiveness - develop critical thinking skills regarding the impact of advertising on consumers - reflect on the impact of advertising on a personal level	L'impératif Le participe présent Révision de qui, que et l'usage de dont, ce qui, ce que, ce dont Les expressions impersonnelles et les infinitifs	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Critiquing advertisements Unit test
9 mai – 2 juin (18 jours)	Unité 4 : Face aux défis Les pressions dans notre société	- Explore various causes of stress and social pressures - Formulate strategies and give advice on how to cope with various causes of stress	Pronoms interrogatifs : lequel, laquelle, etc. Révision des pronoms objets Révision du futur simple L'impératif avec les pronoms objets Le conditionnel présent Les phrases de condition avec « si » : la réalité/ la possibilité)	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Unit test
5 - 14 juin	Examens en classe	- Review vocabulary and language conventions learned throughout semester	Bonne Chance!	Reading Exam Listening Exam Oral Exam

Course Materials

Textbook: Voyages 1 and other materials are provided by the teacher

Electronic materials: Students are recommended to have a computer with internet access at home to complete electronic homework exercises. If not, they may complete their homework using a computer at the school or public library.

FSF 2D - Student Expectations

Mastering the skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, take risks in using French, and work respectfully with peers. Through ongoing practice and reflection about their development, students will deepen their appreciation and understanding of the French language as well as of themselves and others.

In addition to their learning experiences in the classroom, students should be encouraged to:

- pursue opportunities outside the classroom to listen to and speak French;
- seek out recreational reading materials and multimedia works in French, as well as
- in their first language, to extend their knowledge of the world around them;
- discuss with their parents what they are reading, writing, and learning.

Learning Skills (section 3 of 9)

On each Ontario secondary school report, students are evaluated according to two factors: achievement in course work (a number mark) and development of learning skills (a letter mark). Six different skills are assessed: *responsibility, organization, independent work, collaboration, initiative* and *self-regulation*. For each learning skill, students receive a letter grade: E for excellent, G for good, S for satisfactory and N for needs improvement. Employing these six learning skills helps students fulfill vital course expectations and achieve academic success. They also shape the work habits needed to succeed later in both post-secondary education and the world of work.

Basic Student Behaviour Expectations at R. H. King

1. Always come to class prepared. Students should have their binder, textbook, cahier, writing materials, agenda, and dictionary (optional).
2. Arrive punctually to class and be ready to work when the teacher begins the lesson.
3. Be in proper uniform.
4. Complete daily homework tasks.
5. All absences require the submission of a parental/guardian note to explain the absence within 24 hours of the student's return. In the event of a foreseen absence, the student should notify the teacher as soon as possible to negotiate an alternative date to recover missed work and/or evaluations. If the student's absence is unexplained, the student will not be extended the opportunity to recover missed work and/or evaluations.
6. Respect and tolerance towards the teacher and all classmates are essential to ensuring a safe and inclusive learning environment.
7. The use of cell phones/electronic devices is not necessary for the success of students in a language course.

Specific French Classroom Expectations

French must be the language of communication in class, so students can practise speaking in French and consistently hear French spoken. Students must therefore make a consistent and sustained effort to use the language of instruction in the French class. Simply put, the more students actually use French, the more they will develop competence and confidence in the language.

Independent Study Unit

Students will complete one independent study unit in French to demonstrate the development of their knowledge and understanding of the French language with the independent reading of a short novel in Unit 2. The Independent Study project will be read during clinic and at home with access to resources (binder, vocabulary lists and grammar reference) as well as partial support from teacher if required. The Independent Study Unit aims to foster effective time-management strategies, as well as, organizational skills to accomplish a task independently while building diligence which is essential to experiencing success.

Teaching/Assessment & Evaluation Strategies (section 4 of 9)

A range of instructional strategies will be used to address the variety of student needs (e.g. Direct/Indirect/Interactive Instruction, Experiential Learning and Independent Study)

Some students may be counselled individually by the teacher at the beginning of the semester as to their preparedness for course.

Assessment & Evaluation Strategies Assessment – For As & Of Learning

For

Assessment **for** learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

As

Assessment **as** learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

Of

“Assessment **of** learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.”

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95 – 100 %	2+	67 – 69%
4	87 - 94%	2	63 – 66%
4-	80 - 86%	2-	60 – 62%
3+	77 – 79%	1+	57 – 59%
3	73 – 76%	1	53 – 56%
3-	70 - 72%	1-	50 - 52%

Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback. Some of these strategies are also used for evaluation:

- teacher observation
- oral presentations, interviews
- essays, reports, reviews, critiques, letters, journals, creative writing, computer lab work
- media works
- quizzes, tests, examinations
- performance tasks, dramatic presentations
- self-assessment, peer assessment
- check lists, rubrics
- questions and answers

Learning Skills

- | | | |
|-------------------|---------------------|--------------------|
| 1. Responsibility | 2. Collaboration | 3. Organization |
| 4. Initiative | 5. Independent Work | 6. Self-regulation |

Learning skills are necessary for success and affect level of achievement. They will be reported as follows:

E – Excellent S – Satisfactory G – Good N – Needs Improvement

Policy on Cheating and Plagiarism

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

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Late & Missed Assignments

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also 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. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies **may** be used to help prevent and/or address late and missed assignments.

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Daily Course Work: 70% of the Final Mark

(section 6 of 9)

Work completed during the semester	70%
Oral Communication.....	20%
➤ Overall Oral Expression (15%)	
➤ Active communication (5%)	
Listening.....	15%
Reading.....	20%
➤ Overall Reading Comprehension (10%)	
➤ Litterature (ISU) (10%)	
<i>(comprehension 5%, analysis 5%)</i>	
Writing.....	15 %
➤ 5% Quizzes	
➤ 10% Unit Tests	

Summative Evaluations: 30% of the Final Mark

(section 7 of 9)

Towards the end of the semester, you will begin to prepare for the course's culminating activities. These consist of 4 exams; 3 will take place in-class, 1 in the formal exam period. Each of the four exams counts for $\frac{1}{4}$ of the total final exam mark of 30%, in other words **7.5%**.

Please Note that although these in-class exams take place during class time, they are still considered a summative evaluation and fall under R. H. King Academy's Exam Policy.

Understanding Grades on Reports (section 8 of 9)

Marks found on a report card are based on the most consistent and the most recent level of achievement *to that point in time*. As a result, some course expectations and strands may not have yet been addressed. Consequently, students' grades will most likely change by the end of the course.