




Student's Name:		Course of Study Outline
Developed in accordance with Ontario Ministry of Education documents:		▪ The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 2014 Revised

	Toronto District School Board www.tdsb.on.ca	R. H. King Academy http://schools.tdsb.on.ca/rhking/
Moderns Department -- Assistant Curriculum Leader: A. Robalino		
Course Title:	Grade 10 Core French	
Instructor(s)	M. T. Bodor	Contact Info thomas.bodor@tdsb.on.ca
Course Type:	Academic	Course Code: FSF 2D1 Credit Value : 1.0 (Elective)
Prerequisite:	Gr. 9 Core French Academic	Materials: ▪ <i>Tu parles! 2 (textbook)</i>

Ministry of Education Overall Expectations

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<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>

2017 - 2018 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
29 août – 8 septembre (8 jours)	Bienvenue! <i>Révision générale</i>	Reinforce previously learned language concepts ; develop strategies for spontaneous communication	- General overview of the grade 9 curriculum : Banque de vocabulaire FSF1D1 Le présent, passé composé, futur simple (verbes rég. et irrég.) Les pronom directs, indirects, y, et en	Diagnostic Assessment
11 septembre – 2 octobre (16 jours)	Unité 1 : Le monde des jeunes	<ul style="list-style-type: none"> - to reflect on adolescent interests and daily responsibilities -to consider enrichment opportunities such as travel experiences and full immersion settings (student exchanges, Explore program, etc.) - to develop decision-making skills. - to become a host family for a francophone student - to describe family residence - to anticipate and prepare for hosting responsibilities - to negotiate house rules and duties with an adult - to research career possibilities and acknowledge French as a marketable skill - to adopt comparisons in justifying an opinion 	Révision de vocabulaire les tâches ménagères Nouveau vocabulaire ménager (de meubles, les chambres, etc.) Prépositions de lieu /le placement des meubles (p.6) Savoir ou connaître ? (p.9) Les verbes réciproques au présent et au passé composé (p. 14-17) Exprimer une opinion (p. 23) Phrase hypothétique de la réalité (Cause/effet : Si + présent, futur simple) Exprimer les souhaits/désirs avec le conditionnel présent (p.30-34)	Oral Presentation Spontaneous Communication Reading Evaluations Listening Evaluations Research of career options Written culminating activity Unit Test
3 – 27 octobre (16 jours)	Unité 2 : Bon voyage !	<ul style="list-style-type: none"> -to explore travel and identify document requirements - to anticipate interactions with officials at the airport and ticket agents at the train station - to complete official declarations at airports (security checkpoints, arrivals, customs) -to express commands and give directions to tourists - to develop awareness of the European Union as a travel destination - to discover the Francophone cuisine (France, Belgium and Switzerland) -to follow a recipe in French -to interact and negotiate with merchants at a local market (shopping for ingredients of the recipe) 	Révision des chiffres (l'heure militaire, vols, la monnaie – p.41, 58) Les expressions impersonnelles et les infinitifs (p.43) L'impératif (les directives, ordres et conseils p. 49) L'impératif avec les pronoms (COD, COI, réfléchis) à l'affirmative et au négatif (p.50) L'imparfait d'être et avoir (p.66, 69) Vocabulaire culinaire (p.54-59) Expressions de quantité (p.59) Expressions d'appréciation (p. 66-67)	Oral Presentation Spontaneous Communication Reading Evaluations Listening Evaluations Unit test

6 - 30 novembre (18 jours)	Unité 3 : Je me souviens Le Petit Nicolas (ISU)	- Discuss childhood experiences including memories and keepsakes ; - to identify family treasures and develop an appreciation for cultural heritage - to explore Canada's history of immigration -to recount past events -to create and present a story for children illustrating an important life lesson (p.94) -to develop an awareness of Métis culture (p. 96-97) -to read a French classic novel in order to reflect on various life-lessons and interpret the significance of character traits (ISU)	Vocabulaire : jouets, jeux et souvenirs d'enfance (p.72-73) Adverbes de fréquence (p. 74) Révision du passé composé L'imparfait de tous les verbes (p.77) Les emplois du passé composé et l'imparfait (p.83, 95) Expressions : Je me souviens (p.86) Les conjonctions/mots-liens pour raconter une histoire (p.99)	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Creating/writing a story for children Unit test Literature test Literature interview
4 décembre – 11 janvier (18 jours)	Unité 4 : Sur scène Les médias et la publicité	- to explore the arts and media of the Francophone world (p.114-115, 124,126) -to discern non-verbal communication (p.116) - to analyze advertising strategies and their effectiveness (p. 130-132) - develop critical thinking skills regarding the impact of advertising on consumers - reflect on the impact of advertising on a personal level -to develop a marketing/social campaign to influence others (p.136)	Vocabulaire : les médias et la publicité Expressions de réactions (p.110, 121) Pronoms interrogatifs : lequel, laquelle, etc. Les phrases de condition avec « si » : la possibilité Révision de qui, que et l'usage de dont, ce qui, ce que, ce dont (p. 117-118) Introduction du présent du subjonctif des verbes réguliers (p.133-134) et quelques verbes irréguliers (être, avoir, aller, faire, savoir, pouvoir, devoir)	Oral Spontaneous Communication Reading Evaluations Listening Evaluations Unit test
12 – 30 janvier	Examens	- Review vocabulary and language conventions learned throughout semester	Bonne Chance!	Reading Exam Listening Exam Oral Exam Writing Exam

Course Materials

Textbook: *Tu parles! 2* and reader *Le Petit Nicholas*, as well as, other materials are provided by the teacher

Replacement Cost: textbook fee is \$ 75.00 and reader is \$20.00

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.

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.

Growing Success page 42

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.

Growing Success page 43

Independent Study Unit (ISU) – Literature studies in FSF2D1

At RH King one of our unique features is a focus on ISUs, or Independent study Units. The aim of the ISU is to encourage students to develop independent learning skills, thus developing initiative, time management, and other independent study skills which have been modelled in the classroom and serve as preparation for eventual post-secondary studies. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

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%)	
➤ Literature (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.