**RICHVIEW COLLEGIATE INSTITUTE**

2016/2017

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| **Course Name:** Extended French, Grade 9 | **Course Code:** FEF1D4 |
| **Pre-requisite:** Gr. 8 French Extended  Minimum of 1260 hours of instruction in French or equivalent | **Course Destination:** Academic |
| **School:** Richview Collegiate Institute | **Department:** Modern Languages |
| **Phone#:** (416) 394-7980 ext. 20130 | **CL/ACL:** TBD |

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| **Ministry of Education Course Description** |
| This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  **Prerequisite:** Minimum of 1260 hours of French instruction, or equivalent  The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, pg 194 |

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| **Ministry of Education Overall Expectations** | |
| **Strand** | ***By the end of*** *FEF1D****, students will......*** |
| **Listening** | **A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;  **A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;  **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. |
| **Speaking** | **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;  **B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;  **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. |
| **Reading** | **C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;  **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 literary, informational, graphic, and media forms;  **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. |
| **Writing** | **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;  **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;  **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. |

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| **FEF1D Course Materials** |
| **Course Materials: *École Perdue*** by Ben Jalloun Tahar, ***Chemins Dangereux*** by Emile de Harven, Express 10ème Théorique, various novels and reading selections  **Replacement Cost** (for used, lost or damaged materials)**:** 15$ per novel |

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| **Literature / Resources** | |
| **Unit 1** | **Moi-même :** Révision  **Novel Study : École perdue** by Ben Jalloun Tahar |
| **Unit 2** | **Musique et poésie:** Poems, selected writings, songs, and music of La Francophonie |
| **Unit 3** | **Novel Study : Chemins Dangereux** by Emile de Harven |

**Grammar, including a review of major language structures studied throughout the French Immersion program, will be embedded throughout the studied units and resources, according to the needs of the students.**

The objectives may include formation and use of: Passé compose, imparfait, verbes pronominaux, adjectifs réguliers et irréguliers, conjonctions, futur simple, pronoms relatifs, conditionnel présent, pronoms démonstratifs, pronoms possessifs, subjonctif, position des adver bes.

**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:

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

**Assessment – For, As & Of Learning:** See page 31 of Growing Success for a more detailed description of Assessment

***Components of the Summative Evaluation:*** 1. Oral presentation 15%

2. Final Exam 15%

***\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.***

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| **Achievement Categories/Strands**  Listening 25%  Speaking 25%  Reading 25%  Writing 25%  The weighting of evaluate is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks. | **Calculation of Final Mark**  Term Evaluation: 70 %  Summative Evaluation: 30 % |

***Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).***