TDSB SCHOOL COURSE OUTLINE

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| **Course Name:** Core French, Grade 10 | **Course Code:** FSF 2D |
| **Pre-requisite:** Core French, Grade 9 | **Course Destination:** Academic |
| **School:** Richview CI | **Department:** Modern Languages |
| **Phone#:** 416-394-7980 ext. 20130 | **CL/ACL:** O. Bourgeois |

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| **Ministry of Education Course Description** |
| This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, pg 101 |

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| **Ministry of Education Overall Expectations** | |
| **Strand** | ***By the end of*** FSF 2D***, 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 fictional, 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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| **Assessment & Evaluation Strategies** | |
| The primary purpose of assessment and evaluation is to improve student learning. Growing Success pg 38  **Assessment – For As & Of Learning**   |  |  |  | | --- | --- | --- | | **For** | **As** | **Of** | | 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. | 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. | “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.” |   See page 31 of Growing Success for a more detailed description of Assessment  **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, reviews, critiques, letters,  journals, creative writing, computer lab work * media works * quizzes, tests, examinations * performance tasks, dramatic presentations * portfolios, design projects, lab work * self-assessment, peer assessment * check lists, rubrics * questions and answers   Some of these strategies are also used for evaluation. However, evaluation is the responsibility of the teacher and is based on individual student demonstration of course expectations. Evaluated group tasks likewise must reflect individual accountability for learning and demonstration of course expectations through work submitted. | |
| **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 %  Final Evaluation: 30 %    The summative outline will be distributed in class  in May. |
| Learning Skills  * Responsibility · Collaboration * Organization · Initiative * Independent Work · 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** | |