

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 10 French: Academic FSF 2D

Note 1: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in the *Growing Success 2010* document located at www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Note 2: Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations of The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html>

1. Course Details

- Program Area: French
- Course title: Core French, Grade 10, Academic (FSF2D). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): Core French, Grade 9, Academic or Applied
- Textbook(s) and resource materials that are essential to the course:
Voyages I, Addison Wesley Ltd, 2002 text, CD; various short vignettes from Le Petit Nicolas; Zone, Marcel Dubé, 1953 play; other French media and articles.

2. 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.

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 **with specific emphasis on the regions of Quebec, Acadia and Louisiana**. 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.

• Ministry of Education Overall Expectations. By the end of the course, students will:

• *in 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.

• *in 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.

• *in 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.

• in 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.

Language Structures:**Nouns, Pronouns and Adjectives**

*review of definite, indefinite and partitive articles, possessive and demonstrative adjectives, descriptive adjectives, interrogative words and how to form questions with inverted form

*direct and indirect object pronoun (le, la, les, lui, leur, y, en) placement with simple and compound verbs in sentences (including the imperative mode)

*transition words

*prepositions with *à* and *de* and prepositions of place

Verbs

*review of the present tense regular and irregular verbs, pronominal verbs and reflexive actions, the perfect past with to be and to have and differences between them, the future simple regular and irregular verbs

*the perfect and imperfect past (new) with differences between and agreement of the past participle with *avoir*

*the present participle and its multiple functions

*the imperfect conditional with ‘if’ clauses and all imperative with and without pronoun forms

• **Course content:** Students explore their *childhood memories and study media and publicity* but they also learn about a theme of interest relating to Quebec, Acadia or Louisiana [(e.g. *Long Live Quebec (art, culture, music, traditions, the Hockey Sweater, festivals, Bonhomme Carnaval), Acadian Heritage and Louisiana’s Mardi Gras Celebration (Chiac, history of Evangeline and the Great Deportation, New Orleans and Mardi Gras, new traditions and customs for a diverse French speaking nation)*)] and incorporates one or more of the grammar structures cited above.

3. Program Planning Considerations

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations
- *Career Education:* Expectations in the French program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is passing off ideas or writings of another as one’s own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:

Oral Communication (Speaking and Listening): Formative assessment and summative evaluation will take the form of : listening exercises, class and smaller group discussions, dialogues, skits, debates, interviews, group work, classroom interaction, and oral presentations. Diction, pronunciation, intonation, oral/aural recognition and discrimination of structures and vocabulary will be evaluated.

Reading and Writing : Formative assessment and summative evaluation will take the form of : responding to reading in written form through questions and answers, creating dialogues, letters, critiques, diary entries, compositions, etc. Varied writing activities will be undertaken including short creative writing assignments, letters, dialogues, multi-media projects and traditional grammar tests. Students will revise/edit written work with the help of the instructor and of their peers.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands (in equal part within each category), according to the weightings shown:

Oral Communication (listening and speaking)	Reading and Writing
60%	40%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

Oral Communication (listening and speaking)	Reading/Writing
<i>Communicative activities</i> : dialogues, skits, debates, interviews, group work, classroom interaction <i>Oral presentations</i> : diction, pronunciation, intonation, accuracy	<i>Reading</i> : from the text and other sources <i>Comprehension</i> : responding to reading in written form through questions and answers, creating dialogues <i>Writing</i> : short compositions

<i>Listening activities:</i> media works, songs, response in class, dictations <i>Language conventions:</i> oral/aural recognition and discrimination of structures and vocabulary	<i>Language conventions:</i> recognition and application of appropriate language structures and vocabulary, transformation and substitution exercises, expressing facts and personal opinion, revising/editing own work with help of teacher and other students <i>Tests and/or quizzes:</i> measure skills based on grammar components taught and studied
45%	25%

Late submissions of assignments may be subject to a 10% deduction in the mark. Assignments not submitted by the time the assignments have been marked and returned may receive a mark of zero.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

Oral Communication (listening and speaking)	Reading/Writing
<i>Oral presentation:</i> in-class, based on a researched topic, assessing diction, pronunciation, intonation, vocabulary and grammatical accuracy of spoken French	<i>Written assessment:</i> assessing grammar, reading comprehension, and writing skills
18%	12%

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

Classroom expectations: In the first week of classes, students will be informed of classroom expectations. These include: respecting others and their ideas, one person speaking at a time, being on time for class, keeping an organized binder for notes, handouts, etc. bringing learning materials (including their French text and workbook) to each class, not bringing inappropriate items to class (electronics, food, gum, coats, hats), and keeping track of all assignments in student agenda book. Although students may find certain tasks challenging, they are also expected to participate in French in all oral, listening and written activities to the best of their ability.

13. Teacher-Specific Information

Teacher contact information for parents: French teachers may be reached by phone at the school (416-393-1860 x 20075)

Teacher communication with parents: Any concern a teacher has regarding a student, academically or other, will be brought to the attention of the parent(s)/guardian at an early date, so that the parents and teacher can work together to support student learning.