

## Sir John A. Macdonald Collegiate Institute Course Brief

<b>Course Name</b>	Grade 11 Core French University Preparation	<b>Grade</b>	11
<b>Course Code</b>	FSF3U1	<b>Credit Value</b>	1
<b>Pre-Requisite</b>	FSF2D1	<b>Or Recommended Pre-Requisite</b>	
<b>Type of Course</b>	University Preparation		

**TEXTBOOKS:**

VOYAGES 2

**REPLACEMENT COST (if lost or damaged):**

\$62.89

**ADDITIONAL RESOURCES/LEARNING MATERIALS**

FRENCH-ENGLISH DICTIONARY

\$20.95

**Course Description:**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden 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, page 141.

### Ministry of Education Overall Expectations

Strand	<i>By the end of</i> FSF 3U, <i>students will...</i>
<b>Listening</b>	<p><b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p><b>A3. Intercultural Understanding:</b> 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>
<b>Speaking</b>	<p><b>B1. Speaking to Communicate:</b> 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><b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p><b>B3. Intercultural Understanding:</b> 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>
<b>Reading</b>	<p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p><b>C2. Purpose, Form, and Style:</b> 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><b>C3. Intercultural Understanding:</b> 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>
<b>Writing</b>	<p><b>D1. Purpose, Audience, and Form:</b> 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><b>D2. The Writing Process:</b> 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><b>D3. Intercultural Understanding:</b> 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>

## Assessment & Evaluation Strategies

### Assessment – For As & Of Learning

For	As	Of
Assessment <b>for</b> 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 <b>as</b> 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 <b>of</b> 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

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

### 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
- group and class discussions

<u>Achievement Categories/Strands</u>	<u>Calculation of Final Mark</u>								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Listening</td> <td style="padding: 2px; text-align: right;">25%</td> </tr> <tr> <td style="padding: 2px;">Speaking</td> <td style="padding: 2px; text-align: right;">25%</td> </tr> <tr> <td style="padding: 2px;">Reading</td> <td style="padding: 2px; text-align: right;">25%</td> </tr> <tr> <td style="padding: 2px;">Writing</td> <td style="padding: 2px; text-align: right;">25%</td> </tr> </table>	Listening	25%	Speaking	25%	Reading	25%	Writing	25%	Term Evaluation:            70 %  Final Summative Evaluation: 30%
Listening	25%								
Speaking	25%								
Reading	25%								
Writing	25%								

The weighting of evaluation is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks.

### 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**

## Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Evaluation Task	Achievement Chart Focus
Unit 1	<b>On s'exprime:</b> Students will express their interests and views on the arts.	- Written and oral presentation of how a type of art, artist, or particular piece inspires the student	- Writing - Reading - Listening - Speaking
Unit 2	<b>Portes ouvertes:</b> Students learn about other cultures and countries.	- Plan a one-week post-graduation trip	- Writing - Reading - Listening - Speaking
Unit 3	<b>Bien dans sa peau:</b> Students will discuss stress and ways to relieve it.	-Create a product or therapy that is intended to relieve stress	- Writing - Reading - Listening - Speaking
Unit 4	<b>Ça décolle:</b> Students will discuss the challenges of becoming an adult.	-Write a letter to an advice columnist and as an advice columnist -Create a response	- Writing - Reading - Listening - Speaking
Unit 5	<b>Face à l'avenir:</b> Students will express their ideas about their vision of our world in the future.	-Make a time capsule and present it to the class	- Writing - Reading - Listening - Speaking
Unit 6	CULMINATING ACTIVITY	-Exam -Research a health-related issue and write about its importance for teenagers -Present the issue to the class, including a game designed to help students recall key information - Listen to classmates' presentations and recall important details	- Writing - Reading - Listening - Speaking

### FSF 3U 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.

The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, pages 11-12.

\*\*\*this brief is subject to change\*\*\*