



Kipling Collegiate Institute

"Portas Ad Futura Aperimus - We open the doors to the future"

Course Name: **GR. 10 ACADEMIC FRENCH**

Course Code: **FSF2D1**

Prerequisite:

[Curriculum Document](#)

Teacher: **K. Vujacic**

Gr. 9 Academic French

COURSE DESCRIPTION:

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

STRANDS:

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>
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ACHIEVEMENT CATEGORIES/STRANDS:	CALCULATION OF FINAL MARK:
Listening 25% Speaking 25% Reading 25% Writing 25%	Course Work = 70% Summative Evaluation = 15% Final Exam = 15%

ASSESSMENT & EVALUATION POLICIES:

Refer to the KCI Web Site <http://schoolweb.tdsb.on.ca/kiplingci> for Assessment, Evaluation and Reporting Policies as well as Academic Honesty, Late Policies, Attendance, and Code of Conduct.

ACADEMIC INTEGRITY:

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.

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Plagiarism will not be accepted whatsoever. Copying work from another person, even a classmate, is considered plagiarism. Submitting work with generative AI (ChatGPT etc.) is also prohibited. Using online translators to translate large chunks of text is considered plagiarism as well.

If a student is caught cheating or plagiarizing they will receive a phone call home, a referral to the Vice Principal, and a **mark of zero** on that assignment. They may be given a chance to redo the assignment after their first offense, but otherwise there will be no opportunity to make up that assignment.

MISSED/LATE ASSIGNMENTS:

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 judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments.

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If a student is absent for an evaluation, it is the student’s responsibility to present a note to the teacher and arrange an alternate time for the evaluation to be completed. If a student knows they will miss an evaluation ahead of time, they are to **make arrangements in advance** with their teacher to complete the evaluation.

UNITS OF STUDY:

TIME FRAME	UNIT THEMES	LEARNING GOALS	ASSESSMENT OF LEARNING
Sept/Oct	Unité 1 : La Révision	Review the basics from grade 9 - present tense verbs (regular, irregular and reflexive), adjectives, question words, hobbies and interests Review common verbs and French grammar rules.	Présentation(s) – MOI (mini oral presentation), Petit Dialogue (skit) Test(s) – Review content quiz Film – A Vos Marques... Party 2!
Oct/Nov	Unité 2: Mes Souvenirs	Describing things that we have done in the past, and memories from our childhood. Write a diary entry. Past tense of regular and irregular verbs (aux. "avoir" and "etre"), imperfect tense of regular and irregular verbs	Présentation – Mon Journal Intime (Book format or Google Doc/Slides) Test(s) – Quiz on past tense and imperfect tense Film – Bienvenue Chez les Ch'tis
Nov/Dec	Unité 3: L'avenir	Describing plans for the future, including education, getting a dream job, etc. Plan an ideal trip to a French region. Simple future tense of regular and irregular verbs. Pronouns.	Présentation – Mon Voyage Idéal (Word doc or Powerpoint) Test(s) – Quiz on future tense and pronouns Film – Amélie
Dec	Unité 4: Les Artistes Francophones	Complete an in-depth study of one francophone singer or actor. Research various aspects of the celebrity's life and success.	Présentation – Un Artiste Français (Powerpoint) Film – Entre les Murs
Jan	Unité 5: L'Activité Culminante et L'Examen Final	Multi-step project based on the film "Entre les Murs" Exam review package to prepare for the final exam.	Activité Culminante – digital photo album/scrapbook based on characters in the film Révision pour l'Examen – vocab, grammar structures to review

