

FEF1D COURSE OUTLINE

Course Name: Extended French, Grade 9	Course Code: FEF 1D
Pre-requisite: Minimum of 1260 hours of French instruction, or equivalent	Teacher: Raina Ritchie
School: Malvern Collegiate Institute	Department: Modern Languages
Phone#: 416-393-1480	Room: 307

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.

The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, page 194.

Ministry of Education Overall Expectations

Strand	<i>By the end of FEF 1D, students will...</i>
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 variety of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, 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>

FEF 1D 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 to 12, Revised 2014, pages 11-12.

Units of Study

Time Frame	Unit Description	Grammar concepts
September	<p><i>L'identité: je suis et j'aime</i></p> <p>Students will review the foundations of writing and speaking in French through authentic tasks, including interviews, listening activities, and biographies.</p>	<p>Le présent</p> <p>Le comparatif</p> <p>Le superlatif</p> <p>Les adjectifs</p> <p>Les interjections</p>
October - November	<p><i>La Francophonie et les récits d'immigration</i></p> <p>Students will explore various regions of the Francophonie and consider stories of immigration and migration.</p>	<p>Le passé composé</p> <p>L'imparfait</p> <p>Le futur proche</p> <p>Les COD et COI</p>
November - December	<p><u><i>Une Papillon dans la Cité</i></u> by Gisèle Pineau</p> <p>Students will read the novel <i>Une Papillon dans la Cité</i> and practice literary analysis skills in French.</p> <p>Students will be loaned this novel. They must return it at the end of the year, or they must pay the replacement fee.</p>	<p>Paragraph writing</p> <p>La prononciation</p>

Assessment & Evaluation Strategies

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

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
- short paragraphs, 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

Achievement Categories/Strands

Listening	25%
Speaking	25%
Reading	25%
Writing	25%

Calculation of Final Mark

Term Evaluation: 70 %
Final Summative Evaluation: 30%

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

Policy on Cheating and Plagiarism

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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Late & Missed Assignments

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. 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 judgement 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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