

Credit Value: 1

Course Content

- Description**
- **This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of materials and will produce various written and oral assignments. The correct use of grammar and language conventions in written and spoken French will be emphasized throughout the course**

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- Prerequisite**
- Grade 9 French Immersion (FIF1D)

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- Resource Materials**
- *French for Fluency* - grammar textbook
 - *Prières d'un enfant très très sage*-Roch Carrier
 - *Monsieur Ibrahim et les fleurs du Coran*-Eric Maria Schmitt
 - *L'Avare* - (Molière) + vidéo
 - *Et si c'était vrai* (Marc Levy: Literature circles)
 - *Elle et lui* (Marc Levy: Literature circles)
 - *Vous revoir* (Marc Levy: Literature circles)
 - *Ghost in Love* (Marc Levy: Literature circles)
 - *Simon et l'enfant* – (Joseph Joffo)
 - *Simple* (Marie-Aude Murail)
 - *Nouvelles diverses*
 - *Vidéos* : divers, choisis au cours de l'année

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- Overall Goals**
- See Overall Expectations on page 3
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Grammar study	<ul style="list-style-type: none"> • Les pronoms: disjoints, personnels, adverbiaux, relatifs, le pronom indéfini tout • Le participe présent • Le présent du subjonctif • Le futur simple • L'infinitif négatif • Le plus-que-parfait et le conditionnel passé • Les propositions : si + le présent, si + l'imparfait, si + le plus-que-parfait • Les prépositions des lieux • La situation des adjectifs (avant ou après le nom : comment le sens change) • Le genre des noms : comment le sens change • La double négation • Le superlatif/comparatif • Les différences entre <i>savoir & connaître</i> • Le passé récent
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Assessment, Evaluation and Reporting

Strategies	<ul style="list-style-type: none"> • A variety of assessment tools such as oral/aural (listening) grammar/writing and reading tests, projects, discussions and presentations will be used to evaluate students' mastery of these areas. 								
Achievement Category Weightings	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Reading</td> <td>Writing</td> <td>Listening</td> <td>Speaking</td> </tr> <tr> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> </table>	Reading	Writing	Listening	Speaking	25%	25%	25%	25%
Reading	Writing	Listening	Speaking						
25%	25%	25%	25%						
Term Grades throughout the Year	<ul style="list-style-type: none"> • The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when his/her entire work is evaluated at the end of the course. 								
Course Work 70%	<ul style="list-style-type: none"> • Important dates: December and January for a written project and presentation to conclude an on-going literature circle exercise • Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated. 								
Course-Culminating Activities 30%	<ul style="list-style-type: none"> • Important Dates: Late January: Culminating activity 30% (15% Research project) (15% Oral presentation) • ALL students must take part in the summative activities 								

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- Learning Skills**
- Learning skills play a critical role in the achievement of curriculum expectations and student success.
 - Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement.
 - Students are expected to attend all classes. For missed assignment tasks such as tests, presentations or projects, a note from a medical doctor is required the day of return to class. Once the note has been provided, the student will be expected to do the missed assessment or at the earliest date convenient to the teacher. Where no note is received, the absence is considered to be a skip and the mark given will be **zero**.
 - **All** homework assignment is to be presented the day it is due
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Communication

- Consultation**
- Students are strongly encouraged to seek consultation on an on-going basis
 - Up to date students' marks are always available
 - Parents/guardians may contact the teacher at any time to discuss student work. Parents/guardians can reach the Extended/Immersion Department directly by calling 416 393-1480, ext. 20036
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- Help**
- Extra help can be arranged by contacting the subject teacher
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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 variety of reading comprehension strategies;

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;

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.