

University Preparation

The Ontario Curriculum (2014)

Grades 9 to 12 French as a Second Language; Core, Extended and Immersion French

Moderns: Extended/Immersion French • Malvern C.I. • Toronto District School Board • Mr. O'Mara

Credit Value: 1

Course Content

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| Description | <ul style="list-style-type: none"> • This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. |
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| Prerequisite | <ul style="list-style-type: none"> • French Immersion, Grade 10, Academic (FSF2D5) |
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| Resource Materials | <ul style="list-style-type: none"> • <i>Français dans le village global</i>, other linguistic/literary texts. • <i>Panaché littéraire</i>: Short stories from la Francophonie. • <i>L'aventure ambiguë</i> by Cheikh Hamidou Kane or <i>L'enfant noir</i> by Camara Laye (novel study). • <i>C.R.A.Z.Y.</i> dir. Jean-Marc Vallée (film study). |
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Overall Goals Listening

- **Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- **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

- **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;
- **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- **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

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- **Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
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- **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;
- **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

- **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;
 - **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;
 - **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.
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Major Units and Themes (Subject to slight variation as required/appropriate)

- Unité 1: La francophonie dans le monde
 - L'expression de soi à l'école
 - La francophonie antillaise
 - La littérature de décolonisation (surtout africaine)
 - Unité 2 : Étude de roman
 - Lecture de *L'aventure ambiguë* ou *L'enfant noir* et présentation de l'œuvre
 - La décolonisation africaine, et la Négritude
 - La rédaction scolaire (dissertation)
 - Unité 3 : Étude de film
 - Visionnement de *C.R.A.Z.Y.* et présentation de l'œuvre
 - La francophonie québécoise/le cinéma québécois
 - L'expression de soi dans la société
 - Unité 4 : La poésie romantique
 - Le romantisme
 - La rédaction poétique
 - Éléments grammaticaux qui seront abordés spécifiquement dans le cours :
 - Les prépositions « à » et « de » après certains verbes
 - La voix active/passive
 - Le discours direct/indirect (rapporté)
 - Le passé simple comme temps littéraire
 - Les pronoms relatifs
 - L'infinif passé
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- Le participe présent
- Les structures de condition avec « si »
- (Révision/développement d'éléments étudiés antérieurement)

Assessment, Evaluation and Reporting

- Strategies**
- Assessment and evaluation strategies frequently used include, but are not limited to: listening activities, *dictées*, oral presentations, written compositions in various forms, research assignments, interviews, peer evaluations, comprehension questions, and multimedia creation.
 - For certain assignments there will be an interview with the teacher prior to submission to ensure that all requirements are being met as well as preparatory trips to the school library.

Achievement Category Weightings

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

- Term Grades throughout the Year**
- 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 may not yet 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%**

- Students can expect regular quizzes, tests and assignments and a major test and/or project at the end of each unit.
- 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 and Exam
30%**

- Culminating activities will be completed primarily in-class throughout the month of January.
- The culminating activity will holistically evaluate listening, speaking, reading, and writing skills developed throughout the course.
- The **culminating activity will make up 20%** of students' final mark in the course; the **final exam will make up 10%** of the students' final mark.
- All students must take part in the culminating activities.

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.
- Regular attendance and completion of homework form the basis of success in languages. Homework will be assigned regularly and checked by the teacher. Students who are absent must make every effort to complete missed work. If a student is absent the day of a test he/she will be required to write it the day they return to class. In the case of a foreseen absence the student will consult the teacher for a mutually agreeable time for the test.
- Students are expected to submit assignments on the day they are due.
- For other, more specific school policies, see the Code of Conduct at the beginning of the student agenda.

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- Academic Honesty**
- All students are expected to submit their own work for evaluation. Cheating and plagiarism will not be tolerated.
 - **Cheating** is usually defined as the act of practicing deceit or breaking the rules.
 - **Plagiarism** is defined as the use or close imitation of the language and/or thoughts of another person without attribution, in order to represent them as one's own original work.
 - Examples of cheating and plagiarism include but are not limited to: copying and pasting from the Internet without citing the source, using another student's work on a test or other evaluation, unauthorized use of electronic media to obtain, or attempt to obtain answers during an evaluation, and submitting work derived from a translation website.
 - When cheating or plagiarism is detected, it will be investigated. If cheating or plagiarism is confirmed by the teacher, they will inform the principal/vice-principal, the student, and the parent/guardian. A consequence for cheating or plagiarism may be a mark of zero for the evaluation in question. A repeated pattern of academic dishonesty will result in an escalating severity of consequences.
 - French language students are reminded that trying to pass off a French translation of work they have completed in English and/or which was generated by AI constitutes a form of academic dishonesty and that **digital translation tools such as Google Translate, and AI tools such as ChatGPT are therefore not permitted**. Any work which is deemed to have been translated digitally will be treated in the same way as plagiarized work and could result in a mark of zero.

Communication

- Consultation**
- Students are welcome to discuss the course work, their progress, their marks or any other matter at any time. Making an appointment will ensure that the teacher is available. Appointments may be made before or after school.
 - Marks will be updated at intervals on the computer and can be made freely available upon request.
 - Parents or guardians may contact the teacher at any time to discuss student work. The Extended/Immersion department may be reached directly by dialing 416 393-1480 ext. 20130 or by emailing **liam.o'mara@tdsb.on.ca**. (Please do not forget the apostrophe in O'Mara, otherwise I will not receive your email!)

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- Help**
- Remedial help is available upon consultation with the teacher.
 - Mr. O'Mara is available most days before and after school. Feel free to talk to him about setting up time for extra help or to address any other concerns.
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