

Grade 12 IMMERSION FRENCH (FIF4U)

The Ontario Curriculum Grades 11 and 12 French as a Second Language-Core, Extended and Immersion French, 2014

Moderns/Extended/Immersion French Malvern C.I. Toronto District School Board

Credit Value: 1

Course Content

Description	<ul style="list-style-type: none">• This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite	<ul style="list-style-type: none">• FIF 3U French Immersion, Grade 11, University Preparation
Resource Materials	<ul style="list-style-type: none">• <i>Anthologie littéraire du Moyen Âge au XIX siècle</i> (Michel Laurin).• <i>Cyrano de Bergerac</i> (pièce d'Edmond Rostand)• <i>Edmond</i> (pièce d'Alexis Michalik)• Les romans de Guillaume Musso (étudiés en cercles de lecture) : <i>Parce que je t'aime</i> OU <i>Que serais-je sans toi ?</i> OU <i>Seras-tu là ?</i>• Vidéos : <i>La chanson de Roland ; Tristan et Iseut; Le Retour de Martin Guerre et d'autres</i>• <u><i>Grammaire Française</i></u> (Jacqueline Olivier)• (Référence : <i>Anthologie littéraire de 1850 à aujourd'hui</i>) (Michel Laurin)
Overall Goals	<ul style="list-style-type: none">• 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.• 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.• 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 fictional, 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.
- 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.

Major Units

Language Conventions

- Les décisions prises à travers les âges : les leçons, les conséquences et les suites
 - L’Humanisme
 - La Censure dans le XVIIIe siècle et le XIXe siècle
 - Le Baroque
 - Le Classicisme
 - Le Naturalisme
 - Le Rap & La Littérature populaire & Le SLAM
 - Le Réalisme
 - Le Romantisme
 - Le Surréalisme
 - Les Lumières
- *Le conditionnel (passé et présent)*
- *Le futur et le futur antérieur*
- *Le subjonctif (présent et passé)*
- *La voix passive et/ou active*
- *Le participe présent et le gérondif*
- *L’infinitif et l’infinitif passé*
- *Les temps au passé*
- *Les verbes de perception et sensation*
- *Les mots et expressions de transition*
- *Les pronoms : relatifs; simples et complexes*
- *La rhétorique*
- *Le comparatif et le superlatif*

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	Reading 25%	Writing 25%	Listening 25%	Speaking 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%	Students can expect regular quizzes, listening and oral assignments on current topics, projects after each unit of work 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: January devoted to final project based on research. This will count as a unique 20% project (Written component= 10 %) (Oral presentation= 10 %)Formal evaluation 10 % (Based reading and/or listening) All students must take part in these final evaluations.			
Learning Skills	<ul style="list-style-type: none">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 the student returns 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 assignments are to be presented the day due.			
Academic Honesty	<ul style="list-style-type: none">All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned.In second language courses the use of translation applications, such as Google Translate, is considered cheating and plagiarism.			

Communication

- Consultation**
- Students are strongly encouraged to seek consultation on an on-going basis
 - Up to date students marks are always available
 - Parents or 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

-
- Help**
- Extra help can be arranged by contacting the subject teacher.
 - **The teacher can also be e-mailed: lea.cruz@tdsb.on.ca**
-