

University preparation

*The Ontario Curriculum (2014)**Grades 9 to 12 French as a Second Language; Core, Extended and Immersion French*

Moderns • Malvern C.I. • Toronto District School Board • Mr. Liam O'Mara

Credit Value: 1

Course Content

Description	This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden 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"> • Core French, Grade 10, Academic
Resource Materials	<ul style="list-style-type: none"> • <i>Express II^e</i> textbook; other linguistic/literary texts. • <i>Le Bourgeois gentilhomme</i> by Molière (theatre study). • <i>Le Huitième jour</i> dir. Jaco van Dormael (film study). • Articles and relevant internet sites
Overall Goals	<ul style="list-style-type: none"> • Listening <p>Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>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> <ul style="list-style-type: none"> • Speaking <p>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>Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>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> <ul style="list-style-type: none"> • Reading <p>Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>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>

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.

Major Units and Themes
(Subject to slight variation)

- **La francophonie globale**
 - o La littérature et la culture franco-antillaise
 - o Lecture et écoute d'extraits authentiques
 - o Projet de recherche
- **La littérature fantastique**
 - o Les procédés du fantastique
 - o Analyse de textes
 - o La rédaction d'une nouvelle fantastique
- **Étude de théâtre**
 - o Lecture de *Le Bourgeois gentilhomme*
 - o Analyse littéraire
 - o La rédaction académique
- **Étude de film**
 - o Visionnement de *Le Huitième jour*
 - o Le lexique du cinéma
 - o La francophonie à l'écran
- **Tâche culminante**
- **Éléments grammaticaux qui seront abordés spécifiquement au cours de l'année :**
 - o Le futur antérieur
 - o Les pronoms démonstratifs et relatifs
 - o Le conditionnel présent et passé
 - o Le participe présent
 - o Le subjonctif
 - o Reconnaître le passé simple
 - o Le discours direct et indirect
 - o Le passé composé, l'imparfait, et le plus-que-parfait

Assessment, Evaluation and Reporting

- Strategies**
- Assessment and evaluation strategies frequently used include:
 - listening tests including dictées
 - oral presentations
 - essays and compositions
 - Students will be given opportunities to practice and correct work before certain assignments.
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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 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.
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- Course Work 80%**
- Students can expect regular quizzes (written and listening), regular oral assignments on current topics, projects, and a major test at the end of each unit where listening, writing, and reading will be assessed.
 - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.
 - Course work will make up 80% of students' final marks this year, in accordance with COVID-19 protocol.
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- Course Culminating Activities 20%**
- 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 marks in the course; there will be NO final exam this year, in accordance with COVID-19 protocol.
 - All students must take part in the culminating 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.
 - Regular attendance and completion of homework form the basis of success in languages. Homework will be assigned and checked by the teacher regularly. Students who are absent must make every effort to find out what they missed and to complete the work before the next class.
 - Students are expected to submit assignments on the date they are due.
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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.
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- **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 constitutes a form of academic dishonesty and that **digital translation tools such as Google Translate 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.
 - Parents or guardians may contact the teacher at any time to discuss student work. The Moderns Department can be reached directly by calling **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!)
 - Given the efforts to limit movement within the school to reduce the potential spread of COVID-19, I am frequently in my classroom, and therefore out of my office, and may not respond to voicemails in a timely manner. **Please email me to ensure a prompt response.**
- Help**
- Mr. O'Mara is available most days before school between 8:15 and 8:55, and after school until 4:30. Please do not hesitate to set up a time to meet.
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