

Course Content

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**Description** • **This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.**

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**Prerequisite** • Minimum of 3800 hours of instruction in French, or equivalent

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**Resource Materials**

- *French for Fluency*
- *Passeport vers la littérature 9*
- une pièce: *Zone* - (Marcel Dubé)
- un roman: *Aller Retour* - (David Schinkel, Yves Beauchesne), *Ma mère est Tutsi, mon père est Hutu* (Pierre Roy), **ou** *Kukum* (Michel Jean)
- *Bescherelle or 500 French verbs* - verb conjugation reference book
- *French – English dictionary*

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**Overall Goals**

- **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;

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- 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.
- 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.

<b>Major Units'</b>	<ul style="list-style-type: none"> <li>• Unité 1 - Tes expériences, ton monde</li> <li>• Unité 2 - Donner des conseils</li> <li>• Unité 3 - Les gangs et l'amitié (étude d'une pièce)</li> <li>• Unité 4 - Le génocide</li> </ul>
Language Structures	<ul style="list-style-type: none"> <li>• Les pronoms: objets, démonstratifs, possessifs, relatifs, interrogatifs</li> <li>• L'emploi et la conjugaison des verbes: <i>La description au passé: le passé composé, l'imparfait, Le passé composé des verbes pronominaux (réfléchis); Le conditionnel présent et le futur simple; Le subjonctif présent ;</i></li> <li>• Le comparatif et le superlatif</li> <li>• Le gérondif</li> <li>• <i>Le faire causatif, La double négation, Les prépositions, Les expressions de quantité</i></li> </ul>

#### Assessment, Evaluation and Reporting

<b>Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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<b>Weighting of Strands</b>	Reading 25%	Writing 25%	Listening 25%	Speaking 25%
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<b>Term Grades throughout the Year</b>	<ul style="list-style-type: none"> <li>• 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 students' grades will most likely change when their entire work is evaluated at the end of the course.</li> </ul>
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<b>Course Work</b> 80%	<ul style="list-style-type: none"> <li>Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.</li> </ul>
<b>Course-Culminating Activities</b> 20%	<ul style="list-style-type: none"> <li>Culminating activities will take place near the end of the course and the dates will be confirmed by the teacher in class.</li> <li>ALL students must take part in the summative activities</li> </ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Learning skills play a critical role in the achievement of curriculum expectations and student success.</li> <li>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.</li> <li>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 convenience to the teacher. Where no note is received, the absence is considered to be a skip and the mark given will be ZERO</li> <li>All homework assignments are to be presented the day it is due</li> </ul>
<b>Academic Honesty</b>	<ul style="list-style-type: none"> <li>All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned.</li> <li>In second language courses the use of translation applications, such as Google Translate, is considered cheating.</li> </ul>

#### Communication

<b>Consultation</b>	<ul style="list-style-type: none"> <li>Students are strongly encouraged to seek consultation on an on-going basis</li> <li>Up to date students' marks are readily available</li> <li>Parents/Guardians may contact the teacher at any time to discuss the work and progress of a student. Parents/guardians can reach the Extended/Immersion Department directly by calling 416 393-1480, ext. 20036</li> </ul>
<b>Help</b>	<ul style="list-style-type: none"> <li>Extra help can be arranged by contacting the subject teacher.</li> <li><b>The teacher can also be e-mailed: <a href="mailto:paul.leclerc@tdsb.on.ca">paul.leclerc@tdsb.on.ca</a></b></li> </ul>