***Oakwood Collegiate Institute***

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*Website:* [*http://schools.tdsb.on.ca/oakwoodci/*](http://schools.tdsb.on.ca/oakwoodci/)

***Course Outline: Grade 11 Extended French***

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| ***Academic Year 2018-2019*** | ***Teacher Name: E. Copeland*** |
| ***Department: French*** | ***ACL: P. Tiberio*** |
| **Course Title** | Grade 11 Extended French | **Course Code** | FEF 3U |
| **Prerequisite** | FEF 2D | **Grade**  | 11 |
| **Level** | University | **Credit Value** | 1.0 |

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| **Course Description** |
| **Ontario Ministry of Education Document:** |
| This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. |
| **Course Resources:**  |
| A variety of readings, videos and web-based resources. |

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| **Student Evaluation Criteria** |
| **Term Work** | **Culminating Activities** |
| **Curricular Strands** |
| Speaking | 17.5% |  |  |
| Listening | 17.5% | Culminating Activity – Oral | 10% |
| Reading | 17.5% | Exam – Reading and Writing | 20% |
| Writing | 17.5% |  |  |
| *Term Work Total 70%* | *Culminating Activity Total 30%* |

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| **Course Overview: Instructional Strands/Units** |
| ***Unit Titles*** | ***Approximate******Timeline*** | ***Unit Description*** | ***Assessment & Evaluation Tasks*** |
| **Unit 1***Le français oral* *et* *une introduction à la linguistique française* | September – November | This unit focuses on introducing students to and comparing the various forms of spoken and written French. Students will study a variety of authentic sources, as well as excerpts of the play *En pièces détachées* by Michel Tremblay.The culminating task for this unit includes the preparation and completion of a sociolinguistic interview with a classmate, and an analysis of their own linguistic traits in French.**Film:** Bienvenue chez les ch'tis (France) | **Oral**-listening comprehension exercises-dictations-conversations-skits-interviews-discussions-debates-presentations**Reading**-answer questions-summarize information-make predictions-expand on content -analyze themes**Writing**-paragraphs-articles-reflections-essays-reports-poetry-plan and edit written work |
| **Unit 2***Le discours* | November – February  | Students will develop their research and communication skills through the creation of a speech on the topic of their choice.  |
| **Unit 3***Le cinéma*  | January – March Break | Students will study film and the factors that influence us when we watch a film. They will view a francophone film, write a letter and perform a skit on the themes of the film studied. **Film:** *C.R.A.Z.Y.* (Canada) |
| **Unit 4***La francophonie et l’Asie* | March Break – June  | Students will deepen their understanding of *la francophonie* by learning about the history of French in Asia and by participating in literature circles on a novel by award-winning Vietnamese-Canadian author, Kim Thúy. **Novel:** Choice of one of the following:* Ru (2014)
* Mãn (2016)
* Vi (2016)
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| **Learning Supports for Students** |
| Supports for Students with Individual Education Plans (IEPs)Subject teachers provide accommodations and modifications as outlined on student IEPs. Supports may include: organizational support, additional time, graphic organizers, reduced workload, chunking of information, note-taking assistance, assistive technology (computer), preferential seating. |
| Extra Help* Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.
* Students can also see their Guidance Counselor for information on other academic supports available.
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| **Assessment of Learning Skills** |
| **Independent Work** – Uses class time appropriately to complete tasks |
| **Collaboration** – Accepts various roles and an equitable share of work in a group |
| **Organization** - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook |
| **Responsibility** – Fulfils responsibilities and commitments within the learning environment |
| **Initiative** – Looks for and acts on new ideas and opportunities for learning |
| **Self-Regulation** – Sets own individual goals and monitors progress towards achieving them |

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| **Department Expectations, Policies and Procedures** |
| The following information and suggestions are intended to contribute to your success in this class.1. Attendance: Regular attendance is essential to your progress. You are expected to attend all classes on time and to come fully prepared with textbooks, binder, pen and completed homework so that significant participation in and contribution to the class are possible. Please notify the teacher in advance of a legitimate absence, such as a field trip or sporting event. It is your responsibility to find out about and catch up on any missed work.
2. Homework/Assignments: Homework will be assigned regularly so that you can practice and reinforce concepts taught during class time.

Written assignments must be handed in at the beginning of the class on the due date. In the case of an oral assignment, you must be ready to present at the beginning of class. See the teacher *before* the due date if you have any questions or problems.1. Classroom participation: Participation during class is essential to understanding, learning and reinforcing French. Some points to consider:
* take careful, accurate and complete notes
* volunteer answers, correct work carefully and ask appropriate questions to clarify your knowledge
* demonstrate appropriate behaviour which is conducive to learning for all members of class and is defined by OCI’s Code of Conduct
* show enthusiasm for the subject and a willingness to learn!
1. Class Materials: You will sign for each textbook and novel distributed in class. It is expected that you return the book in the exact same condition as when you received it. Do not mark the book in any way. Lost, stolen or damaged texts must be paid for before your final examination.

Students may wish to purchase their own French/English dictionary and verb conjugations reference (such as a Bescherelle).1. Plagiarism: Plagiarism is using or copying ideas or work from someone else and submitting it as your own. This is *not* an accepted form of learning at OCI. Using a web-based translator is also unacceptable. Make sure that the work you hand in is *your* work, and not the work of a friend, family member, author, on-line source, etc.
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