***Oakwood Collegiate Institute***

*991 St. Clair Ave, West. Toronto, Ontario M6E 1A3 416-393-1780*

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

***Course Outline: Grade 11 Core French***

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

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| **Course Description** |
| **Ontario Ministry of Education Document:** |
| This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. 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***La gastronomie et la francophonie*  | September – November | Students will explore the cultures of the French speaking world through their food. They will gain cultural awareness as to the different customs, dialects, and cuisine.  | **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 monde du travail* | November – December  | Students will prepare for life after secondary school by completing the steps for a bilingual job, such as being Senate page, a language assistant in France, a guide at the Juno Center or the Canadian Parliament. They will write a CV, cover letter, and present a mock-interview with the teacher in French.  |
| **Unit 3***Le discours* | December – 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*  | February – March Break | Students will study film and the factors that influence us when we watch a film. They will view a francophone film, write and perform a skit on the themes of the film studied. **Film:** *L’Italien* (France) |
| **Unit 4***La francophonie africaine* | March Break – June  | Students will deepen their understanding of *la francophonie* by learning about the history of French in Africa and by analysing the award-winning comic book series, *Aya de Yopougon*, by Marguerite Abouet. **Comic book:** *Aya de Yopougon II* (Ivory Coast) |

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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, online source, etc.
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