

**RICHVIEW COLLEGIATE INSTITUTE**  
2016/17

<b>PROGRAM AREA: Extended French</b>	<b>COURSE NAME: Grade 10 Extended French</b>
<b>COURSE CODE: FEF 2D4</b>	<b>GRADE/LEVEL: 10</b>
<b>PREREQUISITE: Grade 9 Extended French</b>	<b>CREDIT VALUE: 1</b>

**Course Description:**

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading and writing by responding to and interacting with French Oral and written texts in a variety of real life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French speaking communities, and will develop skills necessary for lifelong language learning.

<b>Ministry of Education Overall Expectations</b>	
<b>Strand</b>	<i>By the end of FEF2D, students will.....</i>
<b>Listening</b>	<p><b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p><b>A3. Intercultural Understanding:</b> 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>
<b>Speaking</b>	<p><b>B1. Speaking to Communicate:</b> 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><b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p><b>B3. Intercultural Understanding:</b> 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>
<b>Reading</b>	<p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p><b>C2. Purpose, Form, and Style:</b> 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> <p><b>C3. Intercultural Understanding:</b> 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.</p>
<b>Writing</b>	<p><b>D1. Purpose, Audience, and Form:</b> 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;</p> <p><b>D2. The Writing Process:</b> 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;</p> <p><b>D3. Intercultural Understanding:</b> 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.</p>

<b>FEF2D Course Materials</b>
<p><b>Course Materials and Replacement Cost:</b> Raymond Plante: Le dernier des raisins (\$15); Marcel Dubé: Zone (\$18); Anthologie, Nouvelles frontières 11 (\$57)</p> <p><b>Supplementary Resources:</b> a selection of reading material of different reading levels</p>

<b>Literature / Resources</b>	
<b>Unit 1</b>	<b>Aux frontières des émotions</b> Analyse des personnages principaux du livre ; <i>Le dernier des raisins</i> , Raymond Plante
<b>Unit 2</b>	<b>Aux frontières de l'imaginaire</b> Poèmes et chansons ; <i>Anthologie, Nouvelles frontières 11</i>
<b>Unit 3</b>	<b>Aux frontières de la raison</b> Débat, Question d'opinion, Exprime-toi
<b>Unit 4</b>	<b>Aux frontières de l'insolite</b> Le vendeur des sarcasmes (utilisation du conditionnel) ; <i>Anthologie, Nouvelles frontières</i>
<b>Unit 5</b>	<b>Aux frontières du réel</b> Compte rendu informatif ; <i>Zone</i> , Marcel Dubé

**Grammar, including a review of major language structures studied throughout the Extended French program, will be embedded throughout the studied units and resources, according to the needs of the students.**

The objectives may include:

- passé composé of reflexive and pronominal verbs (e.g., Je me suis habillé.)
- use of futur tense, participe présent, infinitif
- use of pronouns (le, la les, lui, leur, en, y) with simple and compound verbs in affirmative and negative sentences (e.g., Je le lui ai donné. Nous ne les leur avons pas donnés.)
- sequence of tenses with si using imparfait, plus que parfait, conditionnel (e.g., Si j'étais malade, j'irais chez le médecin.)

### Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● teacher observation</li> <li>● oral presentations, interviews</li> <li>● essays, reports, letters, journals, creative writing</li> <li>● media works</li> <li>● quizzes, tests, examinations</li> </ul> | <ul style="list-style-type: none"> <li>● performance tasks, dramatic presentations</li> <li>● critiques, reviews</li> <li>● self-assessment, peer assessment</li> <li>● check lists, rubrics</li> <li>● questions and answers</li> </ul> |
|--|--|

**Assessment – For, As & Of Learning:** See page 31 of Growing Success for more detailed description of Assessment

<b>Components of the Summative Evaluation:</b>	1. Oral presentation (15%) 2. Final Exam (15%)
--	---

**\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

<u>Achievement Categories/Strands</u>	<u>Calculation of Final Mark</u>								
<table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 10px 2px 20px;">Listening</td> <td style="padding: 2px 10px 2px 20px;">25%</td> </tr> <tr> <td style="padding: 2px 10px 2px 20px;">Speaking</td> <td style="padding: 2px 10px 2px 20px;">25%</td> </tr> <tr> <td style="padding: 2px 10px 2px 20px;">Reading</td> <td style="padding: 2px 10px 2px 20px;">25%</td> </tr> <tr> <td style="padding: 2px 10px 2px 20px;">Writing</td> <td style="padding: 2px 10px 2px 20px;">25%</td> </tr> </table> <p style="padding: 5px 10px 5px 20px;">The weighting of evaluate is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks.</p>	Listening	25%	Speaking	25%	Reading	25%	Writing	25%	<p style="margin-top: 20px;">Term Evaluation: 70 % Summative Evaluation: 30 %</p>
Listening	25%								
Speaking	25%								
Reading	25%								
Writing	25%								

***Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).***