***RICHVIEW COLLEGIATE INSTITUTE***

***2016/2017***

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| **PROGRAM AREA: Modern Languages/Extended French** | **COURSE NAME: Extended French** |
| **COURSE CODE: FEF4U4** | **GRADE/LEVEL: 12** |
| **PREREQUISITE: FEF 3U4** | **CREDIT VALUE: 1.0** |

**Cost of Textbook/equipment replacement**: \_$5-$15\_ *(if lost or damaged)* **Additional Course Costs**: \_\_\_\_\_\_\_\_\_\_

**Textbooks(s)/Resources: *Topaze, L’Étranger, Antigone, Persepolis, Florence* as well as photocopied excerpts.**

**COURSE DESCRIPTION:** This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** ExtendedFrench, Grade 11, University Preparation

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| **Ministry of Education Overall Expectations** |
| ***By the end of*** FEF 4U***, students will......*** |
| **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;  **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. |

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**CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS: *(continued)***

**I. Literature:**

This year, we will be studying a variety of works from the following list:

*Persepolis* (Marjane Satrapi)

*Topaze* (Marcel Pagnol)

*Les contes choisis* (Guy de Maupassant)

*Cyrano de Bergerac* (film)

*Jean de Florette/Manon des sources* (film)

*L’Étranger* (Albert Camus)

*Le Petit Prince* (Antoine de St. Exupéry)

**II. Grammaire/Verbes :**

--indefinite pronouns (e.g. plusieurs, personne, tout, aucun, rien, chacun)

– use of the subjonctif présent after conjunctions (sans que, de peur que, à moins que)

– verbs of perception (e.g. entendre, regarder) and laisser followed by the infinitive (e.g Je les laisse jouer dans la cour.)

– formation and use of the subjonctif passé of -er, -ir, and -re verbs and irregular verbs

– faire causatif (e.g., Le prof fait toujours visionner les films dans la grande salle.)

– formation of the voix passive (e.g., L’aéroport a été construit en 1995.)

*Note:* This Grade 12 French course will consolidate all language structures studied throughout the Extended French program.

**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:

● teacher observation

● oral presentations (discours, mini-cours)

● essays, reports, letters, journals, creative writing

● media works (*article de presse*)

● quizzes, tests, examinations

● performance tasks, dramatic presentations

● critiques, reviews

● self-assessment, peer assessment

● checklists, rubrics

● questions and answers, interviews

Some of these strategies are also used for evaluation. However, evaluation is the responsibility of the teacher and is based on individual student demonstration of course expectations. Evaluated group tasks likewise must reflect individual accountability for learning and demonstration of course expectations through work submitted.

***Components of Summative Evaluation:*** 1. Oral evaluation/presentation: 15% 2. In-class essay: 15%

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

**Assessment – For, As & Of Learning**

See page 31 of Growing Success for a more detailed description of Assessment

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| **Achievement Categories/Strands**  Listening 25%  Speaking 25%  Reading 25%  Writing 25%  The weighting of evaluate is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks. | **Calculation of Final Mark**  Term Evaluation: 70 %  Final Evaluation: 30 % |

***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).***