

RICHVIEW COLLEGIATE INSTITUTE
2016/2017

PROGRAM AREA: FRENCH IMMERSION	COURSE NAME: GRADE 10 FRENCH IMMERSION
COURSE CODE: FIF2D5	GRADE/LEVEL: 10
PREREQUISITE: FIF1D5, FIF1P5	CREDIT VALUE: 1.0

Ministry of Education Course Description:

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The Ontario Curriculum – French as a Second Language – Grades 9 to 12, Revised 2014, pg 287

Ministry of Education Overall Expectations
<i>By the end of FIF 2D, students will.....</i>
<p>A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>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.</p>
<p>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;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>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.</p>
<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;</p> <p>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;</p> <p>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.</p>
<p>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;</p> <p>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;</p> <p>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.</p>

Units of Study

Unit	Literature / Resources
Unit 1	Poems and music: <i>selection of poems by Jacques Prévert and of other francophone poetry and songs</i>
Unit 2	Novel study: <i>La Fiancée du Nil</i> by Christian Jacq
Unit 3	Non-fiction: <i>selection of non-fiction television shows & articles</i>
Unit 4	Films: <i>Au revoir les enfants</i> by Louis Malle and <i>selection of other French films</i>
Unit 5	Classic Short Stories : <i>La peur</i> , Guy de Maupassant <i>Une vendetta</i> , Guy de Maupassant <i>L'orphelin</i> , Guy de Maupassant <i>Ma femme</i> , Guy de Maupassant <i>La parure</i> , Guy de Maupassant <i>La chèvre de M. Séguin</i> , Alphonse Daudet <i>La mort du bouvreuil</i> , Auguste Brizeux

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, interviews
- essays, reports, letters, journals, creative writing
- media works
- quizzes, tests, examinations
- performance tasks, dramatic presentations
- critiques, reviews
- self-assessment, peer assessment
- check lists, rubrics
- questions and answers

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. (Culminating activity: Debate)
2. Final Exam

**** 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

<u>Achievement Categories/Strands</u>	<u>Calculation of Final Mark</u>
Listening 25%	Term Evaluation: 70 % Final Evaluation: 30 %
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.	

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).*