**RICHVIEW COLLEGIATE INSTITUTE**

2016/2017

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| **Course Name:** Core French , Grade 12 | **Course Code:** FSF4U  |
| **Pre-requisite:** Core French, Grade 11, Academic | **Course Destination:** Academic |
| **School:** Richview Collegiate Institute | **Department:** Modern Languages |
| **Phone#:** (416) 394-7980 ext. 20130 | **CL/ACL:** O. Bourgeois |

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| **Ministry of Education Course Description p167** |
| This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. |

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| **Ministry of Education Overall Expectations** |
| **Strand** | ***By the end of*** FSF4U ***students will......*** |
| **Listening** | **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. |
| **Speaking** | **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. |
| **Reading** | **C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;**C2. Purpose, Form, and Style:** 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;**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. |
| **Writing** | **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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| **FIF4U Course Materials** |
| **Course Materials:** **Express 12e** Université R.K. Publishing Inc., Kaplan, Ruby Cost of Textbook/equipment replacement: $50.00 (if lost or damaged)**Selected readings** : Paroles (Jacques Prévert) , Le Petit Prince ( Saint Exupéry) and others TBA**Films** : Au Revoir les enfants, les Intouchables, Dîner de cons etc.**Computer** programs and relevant internet sites (Le point du FLE)  |

**Units of Study**

**I. Le français par les textes**

Selected readings,vocabulaire, fables

**II. L’Art**

Visual art: Paintings (AGO) , chansons, poésie (Prévert), Concours d’Art Oratoire

**III. Le cinéma francophone**

Selection of francophone movies , Cinéfranco

**IV. Literature**

 Le Petit Prince, Saint Exupéry

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

The objectives may include: relative pronouns, demonstrative pronouns, subjonctif present, conditionnel etc…

**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

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

***Components of the Summative Evaluation:*** 1. Oral presentation (15%)

 2. Final Exam (15%)

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

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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 %Summative 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***