



Bur Oak Secondary School
Course Outline for *Grade 10 Academic French*

MINISTRY COURSE CODE: FSF2D

French as a Second Language 9-12-REVISED 2014

DEPARTMENT: French and International Languages

CREDIT VALUE: 1.0

MINISTRY PREREQUISITE: FSF1D

DEPARTMENT HEAD: A. Tsatsos

COURSE DESCRIPTION

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

INSTRUCTIONAL APPROACHES

- Action-oriented approach with a focus on communicative language needs
- Inquiry-based, experiential, authentic tasks
- Differentiated, student-centered learning
- Oral language is foundational: Reading and Writing follow Oral language learning
- Focus on 21st century competencies: creativity, character, citizenship, critical thinking, communication and collaboration

Ministry Learning Expectations

A. 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.

B. 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

C. 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

D. 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.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart for *Grade 10 Academic French*** will guide all assessment and evaluation. The **final grade** will be determined as follows:

- **80%** based on Assessment OF Learning throughout the course (including conversations, observations and products)
 - o KU 15%
 - o Thinking 20%
 - o Communication 20%
 - o Application 15%

- **20%** administered at or towards the end of the course.
 - o **CULMINATING TASKS (30%)**

Assessment and evaluation is divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits:** Independent Work, Collaboration, Responsibility, Initiative, Self-Regulation, and Organization. A credit is granted for this course when the student's grade is 50% or higher.

	COURSE CONTENT BY UNIT COURSE INQUIRY QUESTION: How do other cultures affect my view of the world?	ASSESSMENT FOR/AS LEARNING (diagnostic/formative)	ASSESSMENT OF LEARNING (summative)
1	Au Restaurant Inquiry Question: How can I place an order at a restaurant, purchase foods and use measurements? <ul style="list-style-type: none"> Describe food and express preferences about favourite foods Read a menu and recipe Invite someone to a restaurant and order a meal; explain how to make your favourite food in a video recipe 	-Daily spontaneous conversation in pairs and groups -Daily writing, reading and cultural activities	- Grade 9 Verb Quest - Mon plat préféré - Dialogue: Order a meal - Video: A table!
2	Reading Unit (Children’s stories or novel as chosen by the teacher) Inquiry Question: How do the central themes in the novel relate to the world today? <ul style="list-style-type: none"> practice & develop reading and oral communication strategies collaborate and discuss novel themes, characters, plot make connections to and learn about indigenous/black stories OR Haiti 	-Exposure to authentic French conversations, videos, music and film -Games (kahoot, Quizziz, Quizlet)	- Literature circles - Comprehension Quests
3	Mon Enfance Inquiry Question: How does my childhood affect the way I view the world? <ul style="list-style-type: none"> Describe past events, toys, and childhood personality View French film, “Petit Nicholas” & discuss French film Create a video about a favourite childhood memory 	-Formative Quizzes (vocab, grammar & structures) -DELF diagnostic test A1	- Presentation: my favourite toy - Une vidéo de ton enfance - Grammar Quest
4	La Mode et La Musique Inquiry Question: How does French couture and music influence the world’s fashion and music industries? <ul style="list-style-type: none"> Express clothing needs & consequences of wearing certain outfits Vocabulary related to French fashion and music industry Discuss fashion and music and express one’s preferences Research a selected French musical artist or couturier and create a short presentation about him/her/them 		- French Musical artist presentation - Fashion Look Book OR Qu’est-ce que tu portes? video
	Culminating Tasks <ul style="list-style-type: none"> during the final weeks of the semester 		- Final 30% Culminating tasks
<p>*Due to the allocation of texts and number of course sections, units are not necessarily taught in this order.</p> <p>*Factors, such as time constraints and individual student needs, may require modifications to this course outline.</p> <p>*Class Resources: Google Classroom, Voyages textbook and cahier, Leveled readers and texts, French-English Dictionary</p>			

Considerations for Program Planning

- Our goal is to cultivate inclusive environments and positive relationships that foster and support mental health and well-being.
- Our program is centred with an anti-oppressive framework, and considers multiple perspectives and identities.
- Assessment, instructional and environmental **accommodations** are provided to individual students as per their **IEP**.
- Similarly, **adaptations** for **English Language Learners** are provided based upon the student’s level of language development, strengths and needs.
- The **CEFR** is used as a reference tool for planning, teaching and assessment related to curriculum expectations and to the interests, learning styles and preferences, needs and experiences of all students.
- Courses integrate the innovative use of **technology** and digital learning resources to enhance student learning experiences and improve student outcomes.
- The French program implements YRDSB **Modern Learning** strategies (Mindsets, Deep Learning, and Skills) and encourages students to engage in local and global issues through partnerships with other classes.
- French classrooms promote positive student **mental health and resilience**, and support the development of student learning skills and work habits.