



**Bur Oak Secondary School**  
 Course Outline for *Grade 11 University French*

**MINISTRY COURSE CODE: FSF3U**

*French as a Second Language 9-12-REVISED 2014*

**DEPARTMENT: French and International Languages**

**CREDIT VALUE: 1.0**

**MINISTRY PREREQUISITE: FSF2D**

**DEPARTMENT HEAD: A. Tsatsos**

**COURSE DESCRIPTION**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden 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 21<sup>st</sup> 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 11 University 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  <b>COURSE INQUIRY QUESTION: What does travel teach us about ourselves and others?</b>	ASSESSMENT FOR/AS LEARNING (diagnostic/formative)	ASSESSMENT OF LEARNING (summative)
1	<b>Cher Moi,</b> <b>Inquiry Question: What are my goals for French class this semester?</b> <ul style="list-style-type: none"> <li>· identify strengths &amp; challenges and make goals for French-language learning</li> <li>· discuss reasons for studying and learning other languages &amp; cultural connections</li> <li>· team building &amp; collaboration</li> <li>· Grade 9 &amp; 10 review</li> </ul>	-Daily spontaneous conversation in pairs and groups  -Daily writing, reading and cultural activities  -Exposure to authentic French conversations, videos, music and film	- Dear me letter - Dialogue JPE - Grammar Quest
2	<b>On se Prépare pour Voyager</b> <b>Inquiry Question: If I travel to a francophone country what will I need to do in order to be prepared for the trip?</b> <ul style="list-style-type: none"> <li>· learn vocabulary related to travel and plan a trip to a Francophone country</li> </ul>	-Games (kahoot, Quizziz, Quizlet)  -Formative Quizzes (vocab, grammar & structures)	-Dialogue 1: Un Voyage Français Dialogue 2: Quel séjour! -Quest -Plan a Trip
3	<b>En Route à travers la Littérature: <i>Le Tour du Monde en 80 Jours</i>, other texts as chosen by the teacher</b> <b>Inquiry Question: How do the obstacles that we face while travelling enable us to grow as individuals?</b> <ul style="list-style-type: none"> <li>· practice &amp; develop reading and oral communication strategies</li> <li>· collaborate and discuss novel themes, characters, plot in literature circles</li> </ul>	-DELF diagnostic test A1	- Chapter Quests & Grammar Test - Lit Circles
4	<b>L'Activisme Sociale</b> <b>Inquiry Question: How do my day to day problems compare to problems experienced by others around the world?</b> <ul style="list-style-type: none"> <li>· Discuss and express opinions about current global problems</li> <li>· Create awareness and promote teen activism for a world issue</li> </ul>		-Video JPE -Instagram Post - Grammar Quest
	<b>Culminating Tasks</b> <ul style="list-style-type: none"> <li>· during the final weeks of the semester</li> </ul>		Final 30% Culminating tasks
<p>*Due to the allocation of texts and number of course sections, units are not necessarily taught in this order.  *Factors, such as time constraints and individual student needs, may require modifications to this course outline.  *Class Resources: Google Classroom, <i>Le Tour Du Monde en 80 Jours</i> / <i>Le Trésor d'Haïti</i>, <i>Express 11</i> textbook, 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.

