



## Bur Oak Secondary School

### Course Outline for *Grade 12 University French*

**MINISTRY COURSE CODE: FSF4U**

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

**DEPARTMENT: French and International Languages**

**CREDIT VALUE: 1.0**

**MINISTRY PREREQUISITE: FSF3U**

**DEPARTMENT HEAD: A. Tsatsos**

#### COURSE DESCRIPTION

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.

#### INSTRUCTIONAL APPROACHES

- Action-oriented approach with a focus on communicative language needs
- Inquiry-based, experiential, authentic tasks
- Differentiated, student-centred 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 12 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 (20%)**

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	ASSESSMENT FOR/AS LEARNING (diagnostic/formative)	ASSESSMENT OF LEARNING (summative)
	<b>COURSE INQUIRY QUESTION: How can I effect change and make an impact in the world?</b>		
1	<b>Prendre un bon départ</b> <b>Inquiry Question: What are my goals for French class this semester?</b> · identify strengths & challenges and make goals for French-language learning · discuss reasons for studying and learning other languages	-Daily spontaneous conversation in pairs and groups  -Daily writing, reading and cultural activities	- Video Conversation JPE#1 -Grammar Quest
2	<b>Voici Mon Canada</b> <b>Inquiry Question: What is Canada's greatest challenge or opportunity facing my generation?</b> · students use inquiry process to research Canadian Culture, Diversity, Language, Nature & Environment, History · focus on First Nations Metis Inuit (FNMI) and residential schools	-Exposure to authentic French conversations, videos, music and film  -Games (kahoot, Quizziz, Quizlet)	-Video -Creative text: poem
3	<b>Voici la Littérature française de la francophonie:</b> <b>Inquiry Questions: How do themes in literature connect French culture to the world today?</b> · practice & develop reading and oral communication strategies · collaborate and discuss novel themes, characters, plot in literature circles	-Formative Quizzes (vocab, grammar & structures)  -DELF diagnostic test A1	- Short Story Test - Lit circle discussion - Script production & Dramatization of a Scene -writing in role
4	<b>Les Médias</b> <b>Inquiry Question: How can I use media to express myself and impact a change in the world?</b> · view and analyze different types of media, how they are constructed, media impact on society (social, commercial, artistic, political), advertising techniques · compare media across French and other cultures		-Video JPE#2 -Quest Subjonctif - Media campaign
5	<b>Le Discours TED</b> <b>Inquiry Question: How will you present a 5-minute TED Talk to inspire, inform or entertain our class?</b> · View and assess Ted Talks; identify oral speaking skills needed to present · Develop an inquiry question, research the topic, write and prepare a speech		- TED talk 5 minutes -speech and powerpoint (Culminating task 10% - Oral / Writing)
	<b>CULMINATING ACTIVITIES: Listening, Reading</b> · final weeks of the course		(Final 10%)
	<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, <i>Les Misérables / Le Petit Prince</i>, 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.