



SIR WILFRID LAURIER S. S.

CORE FRENCH, GRADE 11, UNIVERSITY (FSF3U)



OVERVIEW:

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

PREREQUISITE: Core French, Grade 10, Academic

TOPIC	DESCRIPTION
Listening	<ul style="list-style-type: none"> • Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening comprehension strategies; • Listening to Interact: listen actively and interpret messages accurately while interacting in French with a variety of audiences for various purposes; • Intercultural Understanding: listen to and demonstrate an understanding of information in French oral texts about customs and socio-linguistic conventions in diverse francophone communities.
Speaking	<ul style="list-style-type: none"> • Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; • Speaking to Interact: participate in spoken interactions in French with a variety of audiences and for various purposes; • Intercultural Understanding: identify and speak about customs in diverse francophone communities and demonstrate an understanding of the appropriate use of socio-linguistic conventions in a variety of situations.
Reading	<ul style="list-style-type: none"> • Reading Comprehension: use a range of reading strategies to determine meaning in a variety of French texts ; • Purpose, Form, and Style: identify the purpose and stylistic features of a variety of text forms; • Intercultural Understanding: demonstrate an understanding of information in French texts about customs and socio-linguistic conventions in diverse francophone communities.
Writing	<ul style="list-style-type: none"> • Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of language conventions and stylistic elements to communicate clearly and effectively; • The Writing Process: use the stages of the writing process to develop and organize content, clarify ideas, correct errors, and present their work effectively; • Intercultural Understanding: produce written work that demonstrates an awareness of customs and socio-linguistic conventions in diverse francophone communities.

EVALUATION:

TERM	FINAL						
<p>Student work and performance will be assessed and evaluated upon the curriculum's overall learning expectations for the course.</p> <p><u>When work is assessed,</u> comments will be made on student work as feedback to support the student's ongoing learning and improvement. Examples of assessment may include observations, rough drafts of assignments, or student / teacher discussions.</p> <p><u>When work is evaluated,</u> a level or percentage grade will be assigned to student work according to a rubric or marking scheme. Examples of evaluations may include unit tests, speaking interactions, paragraph writing, listening comprehension tests, assignments, summative tasks and a final exam.</p>	<table><tr><td>Term Work</td><td>70%</td></tr><tr><td>Summative and Final Exam</td><td><u>30%</u></td></tr><tr><td></td><td>100%</td></tr></table>	Term Work	70%	Summative and Final Exam	<u>30%</u>		100%
Term Work	70%						
Summative and Final Exam	<u>30%</u>						
	100%						

ACCOMMODATIONS:

The French Department makes every effort to accommodate the identified needs of exceptional students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP)

REQUIRED MATERIALS:

It is recommended that students have a *French only* three ring binder (coil notebooks are unacceptable), lined paper, pens, pencils, and erasers.

OTHER:

Please see **Student Planner** for policies on punctuality, absenteeism, examinations, academic fraud, and other student responsibilities.

At **OCDSB** all programs in French as a second language curriculum at the secondary levels share a common vision, as follows:

- Vision
'Students will be able to communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.'

- Goals

In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies;
- become lifelong language learners for personal growth and for active participation as world citizens.

In order to achieve the goals of secondary FSL curriculum, students need to:

- ✓ acquire a strong oral foundation in the French language and focus on communicating in French;
- ✓ understand the value of learning another language;
- ✓ develop the skills needed to strengthen traits of resilience and to secure a sense of self, through opportunities to learn adaptive, management, and coping skills,
- ✓ practise communication skills, build relationships and interact positively with others, and to use critical and creative thinking processes.

The ability to speak both of Canada's official languages helps prepare students for their role as active and engaged citizens in today's bilingual and multicultural Canada. Moreover, the language learning strategies that students develop in the FSL program can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so. Such abilities benefit the individual; but Canadian society – as well as the global community – also stands to gain from having plurilingual citizens.* (The Ontario Curriculum, French as a Second Language, 2013)