



**Course Description/Rationale/Overview**

**Academic French FSF2D1**

This course emphasizes the further development of oral communication, reading and writing skills. Students build on and apply their knowledge of French while exploring varied themes, such as relationships, social trends, and identity. Thematic readings, including a selection of stories, articles, anecdotes, and poetry serve as stepping stones to oral and written activities. In addition to building language competencies, students will develop a range of language learning strategies.

**Enriched French FSF2D3**

While following the same curriculum as the Academic course, the delivery of the Enriched course differs in manner and style. Students are expected to communicate fluently as the course is delivered entirely in French. Students are expected to demonstrate a high level of inquiry and complete self-guided work on expansion activities that emphasize literature, media studies, and higher-level communication.

**Assigned Class Materials**

Text: Nouvelles Frontières 10  
(Replacement cost \$55.00)

**Additional Class Materials**

**\*\*Highly Recommended :**

- French / English Dictionary
- Verb Conjugation Reference

**Department Policies**

Late Assignments

Late assignments must be accompanied by a note signed by a parent/guardian stating the reason for late submission. The note must indicate the due date of the assignment and the actual date of submission. **Marks may be deducted for late assignments, up to and including the full value of the assignment.** [Growing Success: Assessment, Evaluation, & Reporting in Ontario Schools, Ministry of Ontario, 2010, p. 43.]  
**N.B. If an assignment is handed in after it has been taken up/handed back, it can no longer be accepted.**

Missed In-class Evaluations (Quizzes, Tests, Compositions, Presentations)

Students must consult ahead of time with the teacher and group partners (if applicable) to make up an evaluation that they will knowingly miss. In case of unforeseen reasons (i.e. illness), the student must bring a note signed by a parent or guardian and be prepared to complete the evaluation immediately upon return.  
N.B.: Consult the school agenda and website often for updates to Late and Absent policies.

**Evaluation Tools**

- **Listening Comprehension:** listen to recordings and presentations, identify content and language, take notes
- **Quizzes and Tests:** identify and apply concepts, familiar and newly studied
- **Reading Comprehension:** read varied texts (fiction & non-fiction), answer questions, expand on the themes and content
- **Written Tasks:** research, plan, write, compose, and create texts: poetry, journal entries, articles, reports, personal responses
- **Oral Tasks :** present orally in conversations, interviews, skits, discussions, informal debates, and presentations
- **Oral Reading:** read assigned passages, prepared and spontaneous

**Assessment Strategies**

Students will receive feedback & suggestions through:

- homework checks
- in-class observation and comments
- comments on rough work and process
- peer and self-assessment
- correction of quizzes and tests
- taking up own practice exercises & review materials

Students may seek extra help by:

- using seatwork time effectively to ask questions
- making an appointment with their teacher

**Achievement Categories**

Knowledge  
Thinking  
Communication  
Application

*N.B. These categories are embedded in balanced fashion in all activities and evaluations.*

**Learning Skills**

Responsibility  
Organization  
Independent Work  
Collaboration  
Initiative  
Self-Regulation

**Mark Breakdown**

**Year's Work:**

Speaking	25%	Listening	25%
Reading	25%	Writing	25%

N.B.: Consult the school and Board websites often for updates to evaluation policies.

**Curriculum Strands**

Listening  
Speaking  
Reading  
Writing

*N.B. All evaluations are organized according to these strands. Marks are determined as shown to the right.*



Unit of Study	Content	Evaluation Methods	Weight
<b>Unité 1</b> <i>Soyons tous des francophones!</i>	<p>Texts:</p> <ul style="list-style-type: none"> <li>la poésie</li> <li>le texte fictif</li> <li>la lecture guidée</li> <li>le texte non-fictif (le rapportage)</li> <li>le texte non-fictif (informatif)</li> <li>les textes variés</li> <li>la stylistique des phrases</li> <li>les stratégies de lecture</li> </ul> <p>indépendante</p> <ul style="list-style-type: none"> <li>la bande dessinée</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>interpret live and recorded oral work</li> <li>research &amp; discuss current events &amp; issues</li> <li>report on facts, statistics, survey results</li> <li>produce media works in various formats</li> <li>read stories (fiction and non-fiction)</li> <li>discover stylistics and levels of language</li> <li>discuss topics</li> <li>express opinion, informally &amp; formally</li> <li>write paragraphs, journal entries</li> <li>demonstrate reading comprehension through graphs, timelines, comic strips, etc.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>l'imparfait vs. le passé composé</li> <li>le futur proche et simple</li> <li>le conditionnel présent</li> <li>les phrases conditionnelles</li> <li>le passé composé et les accords</li> <li>les pronoms</li> <li>l'impératif avec un pronom</li> </ul>	<p>Listening Tasks (KACT)</p> <p>Reading Tasks (KACT)</p> <p>Writing Tasks (KACT)</p> <p>Speaking Tasks (KACT)</p>	<p><b>70%</b></p>
<b>Unité 2</b> <i>Rappelons-nous l'enfance</i>			
<b>Unité 3</b> <i>Faisons des activités diverses et bénéficions-en</i>			
<b>Unité 4</b> <i>Explorons l'identité et la diversité</i>			
Littérature et cinéma ( <i>à travers les unités différentes</i> )			
<b>SUMMATIVE EVALUATIONS</b>	Combination of Summative Evaluations in Reading, Writing, Speaking and Listening		<b>30%</b>