



Course Description/Rationale/Overview

This course is for students who have successfully completed FSF3U1. The 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 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.

Assigned Class Materials

Texts : Nouvelles Frontières 12
(Replacement cost : \$65.00)
Vive le français
(Replacement cost : \$25.00)
Le Petit Prince
(Replacement cost \$20.00)

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 or Online 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 (e.g. illness), the student must bring a note signed by a parent or guardian and be prepared to complete the evaluation promptly.
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, etc.
- *Reading Comprehension:* read varied texts, answer questions, expand on the themes and content, etc.
- *Written Tasks:* research, plan, compose, edit, and publish texts: poetry, reflections, articles, reports, responses, etc.
- *Oral Tasks :* present orally in conversations, interviews, skits, discussions, formal & informal debates, and presentations
- *Quizzes and Tests:* identify and apply concepts, familiar and newly studied, etc.

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/Understanding
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

Curriculum Strands

Speaking
Listening
Reading
Writing

N.B. All evaluations are organized according to these strands to calculate marks as shown to the right.

Mark Breakdown

Year's Work: 70%
Speaking: 17.5%
Listening: 17.5%
Reading: 17.5%
Writing: 17.5%

Final Summative Evaluation: 30%

Combination of various summative evaluations.



Unit of Study	Content	Evaluation Methods	Weight
Unité 1: <i>Identifions-nous et éduquons-nous</i>	<p>Texts :</p> <ul style="list-style-type: none"> • articles, reports, statistics • short stories, fables • critiques, reviews • opinion pieces, various essay formats • biographies, critical works • literature (classic, contemporary) <p>Skills:</p> <ul style="list-style-type: none"> • listen to media works, debates, interviews • understand different points of view • make inferences and express ideas • summarize in sequence sets of facts/events • participate in round-table exchanges • lead group discussions • complete and present independent research • support or refute arguments and opinions • read from a Francophone literary movement • make connections between author & writing • make connections between different readings • read 2 or more novels • write an exposition, narration, creative text • write a research report • write an opinion piece • apply stylistics and levels of language <p>Language:</p> <ul style="list-style-type: none"> • le subjonctif présent et passé • la concordance des temps dans le passé • le faire causatif • le futur antérieur • le conditionnel présent et passé • les pronoms 	<p>Listening Comprehension (KACT)</p> <p>Reading Comprehension (KACT)</p> <p>Writing Tasks (KACT)</p> <p>Speaking Tasks (KACT)</p>	70%
Unité 2: <i>Explorons la littérature</i>			
Unité 3 : <i>Déplaçons-nous en France</i>			
Unité 4: <i>Examinons la société</i>			
Unité 5 : (si possible) <i>Où serons-nous à l'avenir ?</i>			
SUMMATIVE EVALUATIONS	Combination of Summative Evaluations in Reading, Writing, Speaking and Listening	30%	