



## Grand River Collegiate Institute

### COURSE OUTLINE

FEF 3UI

*For students and their families.*

**Course Name:** Extended French, Grade 11      **Course Code:** FEF 3UI

Curriculum Document <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

**Prerequisite**

FEF 2D (Grade 10  
Extended French)

**Textbooks:** *Oscar et la Dame Rose, Ca y est, En Bonne Forme, Repères, Repères Stratégies*

#### COURSE DESCRIPTION:

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary and well-known French European authors. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for life-long language learning.

#### Essential Learning/Expectations/Skills:

To be successful in this course, students will be able to demonstrate the following essential learning tasks. Students will be able to:

1. express ideas and opinions arising from class discussions, individual research, and personal interests; using appropriate language structures during oral communication activities.
2. listen and respond to a broad range of spoken texts intended for a French-speaking audience.
3. read and demonstrate an understanding of a variety of materials intended for a French speaking audience.
4. communicate ideas and opinions, using a variety of written forms and using appropriate language structures in their written work.

#### EVALUATION:

<b>Term Assessment: 70%</b>	<b>Final Course Assessment Activities: 30%</b>
70% of the course final grade will represent evidence of student achievement collected from each unit test and unit assignments. These will include assessments of listening, speaking, reading and writing strands, using the categories of knowledge/understanding, application, communication and thinking as designated in the curriculum guidelines. Some examples include: -spontaneous oral interactions with peers and teacher -prepared oral interactions with peers and teacher -producing written authentic texts -listening and reading comprehension of authentic French texts	<b>In Class final Written Task (10%)</b> <b>*Final Listening, Reading, Writing Test (10%)</b> <b>*Final oral interview (10%)</b>  *may take place prior to or during the exam schedule and it is imperative that students are in daily attendance until the last day of classes.

Refer to the **GRCI Web Site** [www.grc.wrdsb.ca](http://www.grc.wrdsb.ca) for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.

## Procedures

**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.

**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

**Cheating and Plagiarism:** It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

**Cell phones:** Cell phones should be in backpacks or facedown on desks. Students with difficulty observing self-regulation in their use of cellphones will speak to an administrator.

**Please refer to the school website:** <http://grc.wrdsb.ca/about/policies> for more details on these policies and other academic procedures.

## Signatures

Please sign below indicating you have read and understand the requirements for successful completion of this course.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent Name (please print):