



FSF 1PZ-01 2016-2017

Course Code	FSF 1PZ	Teacher	Ms. Bharucha
Period		Office Location & Availability	Room 227
Classroom	321	Contact Info	(519) 884-9590 (ext. 4075)

Course Description

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

Big Ideas

The main purpose of this course is to build vocabulary and develop language structures which help students communicate in French. Students will begin to explore the Francophone culture around the world.

Overall Expectations

Students will develop their reading, writing and listening skills and will build a bank of vocabulary to help them communicate in French.

Course Texts and Resources

The following resources will be used to enhance understanding of the material:

- 1) [Bon Voyage!](#)
- 2) Other authentic print material
- 3) Electronic resources will also be used to enhance understanding of the material.

Topics and Timing

Topics	Approximate Timing
Le vocabulaire	20 classes
Les noms et les pronoms	2
Les verbes au présent	5
La négation	1
Les adjectifs	5
Les adjectifs possessifs	3
Les mots interrogatifs	5
Le passé composé	5
Le futur proche et les infinitifs	3
Les pronoms d'objet direct	5
Les conjonctions	1
Les prépositions + les provinces/les villes/les pays	3
Les adverbes	1
La lecture	10
La culture	10
L'écriture	5
La dictée/les écoutes/le travail oral	3
La révision pour l'examen final	3

Critical Body of Evidence

- A) Each student must demonstrate a suitable level of understanding of the following grammar points:
- Le présent
 - Les adjectifs
 - Les objets directs
- B) Each student will have to complete the following tasks:
- a. The final exam
 - b. Writing piece – A description of himself/herself
 - c. Oral skills: Presentation and interaction
 - d. Dictation(s) – At least 2 assessments and at least one for the final assessment.
 - e. Listening Comprehension – At least 2 per term and at least one for the final assessment.

f. Reading Comprehension – 2 articles

Course Evaluation

Overall, coursework will be worth 70% and summative evaluation(s) 30%. A specific breakdown of assessments is below:

Assessment Breakdown	Weight	
Language Knowledge	20%	70%
Listening comprehension / oral skills	25%	
Projects	10%	
Writing / Reading comprehension	10%	
Dictations	5%	
Final Assessment <ul style="list-style-type: none"> • Listening comprehension • Oral • Dictation • Reading comprehension / Writing (5) / Grammar (12) 		30%
Total	100%	100%

Please note:

1. In Extended French classes, French needs to be spoken at all times.
In Core French classes, French will be spoken most of the time.

Oral skills, based on daily performance, will be graded at the end of each marking cycle.

2. Listening comprehension skills can only be improved by continually listening to good French. There is really nothing that one can study for a true listening comprehension task. Therefore, teachers may not give prior notice about upcoming listening tests to their students.

Though not every listening test in the latter part of the semester will be part of the final assessment, students should expect those administered after mid-November (first semester) or mid-April (second semester) to count toward the final assessment. Consequently, they need to take these tests very seriously and put forth their best effort for each and every one.

Late and Missed Assessments

See the “**Late and Missed Assessments**” policy in the **WCI Student Planner**.

Cheating and Plagiarism

See the “**Cheating and Plagiarism**” policy in the **WCI Student Planner**

Class Expectations

1) Teachers require students to come to class prepared to work. Consequently, students are required to bring the following items to class each day:

- a) A textbook, as per the instructions of the teacher
- b) A cahier (if applicable)
- c) A notebook with lots of paper on which to write
- d) A writing utensil

2) In the Extended French classroom, it is expected that French will be spoken at all times. If a student does not comply with this standard, he/she risks having marks deducted. Furthermore, if this practice occurs on a continual basis, the student may no longer qualify for the Extended French program.

3) An English-French/French-English Dictionary may be purchased by the student. The department recommends the Collins Robert. Bescherelle: L'art de conjuguer (Les Éditions Hurtubise Inc.) is another good resource that you may wish to purchase. Furthermore, the internet can be a valuable resource for translating words from English to the target language and vice versa. Word Reference, Linguee and Collins Robert are 3 sites which a student may find useful. The teacher may also suggest other suitable French/Spanish/Latin websites, found on the internet. Please note that sites which translate full sentences/paragraphs of student work are prohibited from use.

4) Technology is often a great way of enhancing the learning experience and thus, technology may be used in the classroom for that purpose. However, technology used in the classroom for other purposes is not permissible.

5) Teachers like to know ahead of time when students are going to be away. Often, students have prior knowledge of their absences. When the dates of these foreseen absences coincide with the dates of tests and/or assignment submissions, students are expected to make alternate arrangements BEFORE the absence occurs. It should be noted that assignments due on the date of the absence need to be submitted PRIOR to that absence. If students do not have prior knowledge of the absence, it is their responsibility, immediately upon return, to contact the teacher concerned about missed class work and missed tests and assignments. An alternate test/assignment may be arranged at the teacher's discretion.

6) Good time management, preparedness and punctuality are skills that we value at WCI. We encourage our students to hone these skills in high school for they will certainly prove to be invaluable in the workplace. It is on this premise that we have established the following rules:

The Languages Department provides reasonable time to finish assignments. Therefore, all assignments should be ready to submit or present at the beginning of the period, on the due date. The teacher will not allow students to waste valuable class time to go and print an assignment. This printing should be done before class starts.

Also, students should be ready to make a presentation when class begins. If handouts need to be photocopied, this should be done prior to the start of class. If props are needed, they should accompany the students as they enter class; time should not be spent running to the locker to get them. Furthermore, unless otherwise stated by the teacher, time will not be given to rehearse and/or polish the presentation on the day on which it is due. However, reasonable time will be provided to change into costume when necessary.

If a student feels encumbered by his/her workload and is overwhelmed by deadlines, he/she is strongly encouraged to speak to his/her teacher prior to the due date, preferably even on the very day that the due date is announced. Teachers do give ample time to get work done but extenuating circumstances may occur, requiring students to need more time to complete the task. In such cases, teachers will evaluate each situation individually; and if the situation merits some flexibility or if the timelines allows for flexibility, it will certainly be granted.

The Languages Department requires late “critical assessments”, to be submitted within 3 weeks of the due date. For all other assignments, students will consult with their Language teacher regarding timelines. This policy does not apply to any components of the final evaluation. It is very likely that late final evaluation pieces will not be accepted. However, these items must be brought to the attention of the Department Head of Languages as well as the administrators. In some cases, alternate dates may be negotiated.

7) Please understand that homework is an integral part of course work. Completion of homework allows the student to practise and hone the necessary skills, and it gives the teacher feedback on how well the student comprehends the material that was taught to him/her.

8) Students are encouraged to seek extra help when required. They should speak to their teacher to schedule a time. We strongly encourage students to team up with other students (peer-tutoring) to get extra help. Peer-tutoring program has been going on for many years at WCI and is an excellent way for students to keep up with the course requirements. Please speak to the teacher for more details.

9) For grade 9 Core French students, the first “cahier package” will be provided free of charge but the student must pay for any or all replacement copies. In grades 10, 11 and 12, a charge will apply to the purchase of “cahiers”. The price of these workbooks can be found in the student planner.

As far as day-to-day photocopying is concerned, please note that a teacher will be happy to replace lost copies if he/she has extra copies available to give to the student. A fee of 5 cents per page/per side may be charged for replacement copies.

10) 30% of a student’s mark is based on the final assessment, which consists of several tasks. Final assessments may start as early as mid-November (for courses in the first semester) and mid-April (for courses in the second semester). Students are required to be present for all the components of the final assessment.

Valid absences from all tasks include:

- Illness (a doctor’s note may be required)
- Bereavement
- Special circumstances –These cases will require an interview with a vice-principal prior to the absence to determine if the absence will be considered valid.

If a student is only present for certain components of the final assessment, the final assessment may have to be weighted differently. The teacher will generate a final mark that reflects the student's most recent and most consistent achievement.

When the date of a final assessment task (test or assignment) conflicts with any other date, resulting in an absence, it is the student's responsibility to do the following:

- 1) Inform the teacher and parent immediately
- 2) Inform the teacher advisor / coach immediately
- 3) Re-schedule all appointments / extra-curricular activities if at all possible but when it is impossible to do so, consult a vice-principal to determine if the absence will be deemed valid.

Please note that this matter must be resolved at least 3 days prior to the assessment date.

11) Students, who have not submitted assignments due to invalid absences, are still required to complete and submit them, as outlined by the completion policy found in the student planner. Failure to do so may result in a loss of credit.