



## FSF1DI 2019-2020

<b>Course Code</b>	FSF 1DI	<b>Teacher</b>	Mme R. Berndt Mme E. Pestell
<b>Period</b>	<b>Berndt:</b> Sem 1:B; Sem 2:B, C <b>Pestell:</b> Sem 1: C	<b>Office Location &amp; Availability</b>	Languages Office 414 or classroom during lunch hour
<b>Classroom</b>	321	<b>Contact Info</b>	<a href="mailto:rosemary_berndt@wrdsb.ca">rosemary_berndt@wrdsb.ca</a> <a href="mailto:elefteria_pestell@wrdsb.ca">elefteria_pestell@wrdsb.ca</a>

## Course Description

Prerequisite(s): Minimum of 600 hours of French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## Big Ideas

The main purpose of this course is to provide students with effective communication skills and an understanding of the language and its culture.

## Essential Learnings – students will have multiple opportunities to demonstrate essential learnings

1. Students will use listening comprehension strategies in order to understand authentic and cultural-specific oral French texts from the francophone world. Students will understand and interpret a variety of spoken messages for the purpose of communication.
2. Students will be able to speak in a variety of formal and informal situations to present ideas and engage in conversations. They will apply the appropriate levels of language, structures, and vocabulary while exploring the diversity of language within the francophone world.
3. Students will read and understand a variety of original or adapted French texts from different Francophone countries. Students will analyze and interpret a variety of texts. Students will learn different cultural aspects of Francophone countries.
4. Students will write a variety of texts in French for different audiences while applying the new language structures and vocabulary. They will show an awareness of how language changes within the diverse Francophone world. They will follow the stages of process writing to organize ideas, edit and fix problems in order to produce a final piece of written work.



## Course Texts and Resources

1. **T'es branché** livre
2. **T'es branché** cahier
3. **Victor Hugo habite chez moi** novel
4. Electronic resources will also be used to enhance understanding of the material.
5. Authentic material such as excerpts, magazines, newspapers, films
6. Websites: [wordreference.com](http://wordreference.com), [linguee.fr](http://linguee.fr), [bescherelle.com](http://bescherelle.com)

For grade 9 Core French students, the first "cahier" or workbook will be provided free of charge but the student must pay for any or all replacement copies. The following charges will apply:

<b>T'es branché</b> workbook	\$ 27.00
Cost of <b>T'es branché</b> textbook	\$135.00
<b>Victor Hugo habite chez moi</b>	\$17.00

Students are responsible for replacing their notes if they lose them.

## Areas of Focus

Areas of Focus Timing	
<b>1. Comment je passe l'été</b> Language structures: présent des verbes et expressions, négation, les adjectifs (accord et position, possessifs, démonstratifs)	Approx. 6 weeks
<b>2. Dans la capitale</b> Language structures: présent des verbes, verbe conjugué + infinitif, passé composé, imparfait, impératif, futur simple	Approx. 6 weeks
<b>3. La vie quotidienne</b> Language structure: verbes réfléchis  <b>Victor Hugo habite chez moi</b>	Approx. 4 weeks



## Course Evaluation/Body of Evidence

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

Assessment Breakdown	Weight
<b>Course Work - each section is worth 25% of the summative mark</b> 1. Listening 2. Speaking 3. Reading 4. Writing	70%
<b>Summative – each section is worth 25% of the summative mark</b> 1. Oral interview and reading 2. Listening assessment based on themes studied in class 3. Site passage with questions for comprehension 4. Written paragraph connected with material studied in class	30%
<b>Total</b>	<b>100%</b>

### ***Critical Body of Evidence:***

*The following assignments must be completed to demonstrate that the student has met the overall expectations of the course:*

Listening assessment  
Prepared oral presentation  
Reading comprehension  
Postcard  
Final listening exam  
Final oral interview  
Final written exam

### **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.**



## Learning Skills

The development of learning skills and work habits is an integral part of your learning. The achievement of these skills is officially reported on the Provincial Report Card. The learning skills on which you are evaluated are **Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation**. The scale that is used for this evaluation are **E - Excellent, G - Good, S - Satisfactory, and N - Needs Improvement**.

<b>Responsibility</b> _____	<input type="checkbox"/> I focus on learning. <input type="checkbox"/> I pay attention. <input type="checkbox"/> I complete homework and assignments on time. <input type="checkbox"/> I arrive to class on time. <input type="checkbox"/> I take responsibility for my own learning. <input type="checkbox"/> I maintain focus in class.
<b>Organization</b> _____	<input type="checkbox"/> I come to class prepared to work and I have all the required materials. <input type="checkbox"/> I keep track of due dates for all homework and assignments. <input type="checkbox"/> I manage time well by establishing priorities. <input type="checkbox"/> I keep an organized notebook. <input type="checkbox"/> I am ready to learn and to work.
<b>Independent Work</b> _____	<input type="checkbox"/> I am able to think for myself. <input type="checkbox"/> I am able to follow instructions with minimum guidance. <input type="checkbox"/> I participate well in small group and large group settings.
<b>Collaboration</b> _____	<input type="checkbox"/> I am present and engaged, actively and/or passively. <input type="checkbox"/> I am open to new ideas. <input type="checkbox"/> I am accountable to a group. <input type="checkbox"/> I function well in a large group. <input type="checkbox"/> I am an active listener. <input type="checkbox"/> I build healthy relationships. <input type="checkbox"/> I demonstrate self-control and I allow for others to learn in a balanced way.
<b>Initiative</b> _____	<input type="checkbox"/> I participate and speak in the target language. <input type="checkbox"/> I engage in classwork. <input type="checkbox"/> I seek extra help or ask for clarification whenever it is needed. <input type="checkbox"/> I go beyond learning expectations and I challenge myself to learn more. <input type="checkbox"/> I am curious and I continually want to learn more. <input type="checkbox"/> I take risks in the learning process. <input type="checkbox"/> I show a positive attitude toward learning.
<b>Self-Regulation</b> _____	<input type="checkbox"/> I continually assess myself and modify my personal learning goals if/when necessary. <input type="checkbox"/> I manage my electronic devices appropriately. <input type="checkbox"/> I revise and edit my own work. <input type="checkbox"/> I persevere with challenges.



Welcome to learning a new language! Are you interested in becoming bilingual? This does not just happen by attending a class in one semester. Here are some tips that can help you attain a second language.

1. Participate. The old saying, "practice, practice, practice" holds true in language learning. It's like playing a sport. You only get better by doing it! Show respect and you will be respected. Take chances! Don't be afraid to make a mistake. Toddlers don't start off speaking a language perfectly; it takes a lot of practice.
2. French will be the only language used in class with the teacher and with each other. If you can't finish a sentence that's ok. Look up the word and keep on talking! That is how you will discover what words you still need to learn!
3. Attend classes regularly. If you are absent, do the work you missed before returning; that way you are ready to start participating the day you return. If you know you are going to be away tell your teacher in advance. This helps everyone stay organized.
4. Keep an organized binder with complete homework and notes. Write a date and a title on each note so that it makes sense when you study.
5. Don't be afraid to ask questions. It is very difficult to learn if you do not understand what has been taught. We are always available for extra help.
6. Stay on top of your homework and assignments. It becomes very difficult to learn new concepts if you have not yet mastered the old ones. Don't allow yourself to fall behind. This can cause a lot of stress and discouragement in learning.
7. Review continually. Practice the grammar. Write out verbs; it's not enough to just read them. It's like learning how to swim. Seeing how it is done is important but for you to become a great swimmer, you need to practice. Reread the same book or watch the same movie. It is during your second and third time of reading or listening to French that you will learn the language. Remember when you were young? How many times did you have the same book read to you or did you watch the same show?
8. Hand in all assignments and be accountable on days you need to present. Remember that your classmates are counting on you if you are in a group.
9. Have fun! Watch French shows and movies, listen to French music, read French magazines or newspapers. All these activities will help you become bilingual.