



Extended French, Grade 10, Academic (FEF 2DI), 2019-2020

Course Code	FEF 2DI-01	Teacher	S. Eys
Period	D 1:10 to 2:25 p.m.	Office Location & Availability	227 lunch hours
Classroom	322	Contact Info	stephanie_eyes@wrdsb.ca

Course Description

Prerequisite(s): Extended French, Grade 9, Academic

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Big Ideas

The primary goal of this course is to continue the development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and articles intended for a French-speaking audience.

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. Discovering French Rouge Level 3 Textbook,
2. Readers: No et Moi, et Les récrés du petit Nicolas
3. Electronic resources will also be used to enhance understanding of the material.
4. Following films: Les Vacances de Petit Nicolas, Un Sac de Billes, No et Moi
5. Anthology of poetry and short stories
6. Other authentic material: excerpts, magazines, and newspapers
7. wordreference.com, linguee.fr, bescherelle.com

The books listed above will be loaned to the students. Should the novel No et Moi be lost, the replacement cost of the novel is 15 dollars.

Areas of Focus

Areas of Focus	Timing
1. L'enfance Language structures: le présent, le passé composé, l'imparfait, le plus-que-parfait, les verbes pronominaux, les pronoms compléments d'objet direct et d'objet indirect	30 days
2. La gastronomie Language structures: le passé composé avec les C.O.D/C.O.I, l'impératif, et l'emploi de l'impératif avec les pronoms compléments d'objet	30 days
3. L'adolescence- L'étude du roman No et Moi Language structure: le futur simple, le conditionnel, les phrases conditionnelles, le subjonctif, les pronoms relatifs, les pronoms interrogatifs	35 days



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
Term Work- each section is worth 25% of the term mark	70%
Listening	
Speaking	
Reading	
Writing	30%
Summative – each section is worth 7.5 % of the summative mark	
1.Oral presentation	
2. Listening to taped material associated with themes studied in class	
3. Site passages with questions for comprehension	100%
4. Written paragraphs connected with material studied in class	
Total	

Critical Body of Evidence:

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

- A short story
- An argumentative paragraph
- A descriptive paragraph
- An oral presentation followed by prepared and spontaneous conversation
- Final written exam
- Final listening 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**.

Responsibility 	<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.
Organization 	<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.
Independent Work 	<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.
Collaboration 	<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.
Initiative 	<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.
Self-Regulation 	<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.