



## **FEF/FSF 3UI Extended and Core French, Grade 11 University Preparation, 2019-2020**

<b>Course Code</b>	XFEFFSF 3UI - 01	<b>Teacher</b>	Mme Eys
<b>Period</b>	A - 8:15 to 9:30	<b>Office Location &amp; Availability</b>	227 - Languages Office - lunch hour
<b>Classroom</b>	322	<b>Contact Info</b>	stephanie_eyes@wrdsb.ca

### **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 structures as well as creative and critical thinking skills in a variety of contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors by reading of a variety of materials, including short stories, articles, songs, and a short novel. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite: Extended French, Grade 10, Academic (FEF 2DI) and Core French, Grade 10, Academic (FSF 2DI)**

### **Big Ideas**

The main purpose of this course is to refine accuracy and fluency when communicating and interacting in French in both oral and written forms; and to deepen students' understanding of francophone culture around the world.

### **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

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

- 1) **BOOK(S):** French for Fluency (Students are responsible for the cost of lost, damaged or stolen texts)
- 2) **READERS:** French Canadian Novel *La Route de Chlifa*, Grammar Book French for Fluency, additional readings by Guy de Maupassant and articles from French newspapers and magazines
- 3) **Module notes:** 1, 2, 3, 4 – posted on Google Classroom

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

Please note, online educational tools such as Quizlet, Kahoot, Duolingo, and Kwiziq may be used in this course. These are external Apps accessible by the general public. As such students are encouraged to not enter their personal information when using these apps, rather they should just use their initials or nicknames.

## Areas of Focus

Areas of Focus	Timing
<b>1. Les arts visuels</b> L'impressionnisme et le réalisme; les caractéristiques associées aux oeuvres réalistes littéraires.	Approx. 2 weeks
<b>2. Les choix moraux</b> <i>Une Vendetta</i> et <i>Les Misérables</i> (la comédie musicale) Language structures: le plus-que-parfait, le subjonctif	Approx. 8 weeks
<b>3. Les rites de passage et la capacité de surmonter les conflits</b> <i>La Route de Chlifa</i> et <i>L'Extraordinaire Voyage du Fakir</i> Language structures: le futur antérieur, le conditionnel passé, le participe présent, les pronoms relatif, les pronoms interrogatifs	Approx. 8 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 term mark</b>  1. Listening 2. Speaking 3. Reading 4. Writing	70%
<b>Summative – each section is worth 7.5 % of the summative mark</b>  1. Oral presentation 7.5 % 2. Listening to material associated with themes studied in class - 7.5 % 3. Sight passage with comprehension questions - 7.5% 4. Writing task - 7.5 %	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:*

- Writing assignments - based on literature studied in class
- Oral presentations that will involve spontaneous interaction with peers
- Listening comprehension tests
- Reading comprehension tests
- Literary essay
- Listening exam
- Final oral presentation
- Final written exam with reading and writing components

### 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.