

WATERLOO COLLEGIATE INSTITUTE

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Core French Applied Level - Semester 1, 2019-2020

Course Code	FSF1PI	Teacher	Ms. Sanchez
Period	A	Office Location & Availability	414
Classroom	323	Contact Info	isabel_sanchez@wrdsb.ca

Course Description

Prerequisite(s): Successful completion of grade 8 and core French.

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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 build vocabulary and widen their knowledge of language structures in order for students to be able to communicate using simple French. Students will also further their knowledge of francophone culture.

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

A. Listening: 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.

B. Speaking: 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.

C. Reading: 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.

D. Writing: 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) Various textbooks, including, Quoi de Neuf and/ or Discovering French Blue
- 2) Other authentic print material
- 3) Quoi de Neuf cahier
- 4) Electronic resources will also be used to enhance understanding of the material.

Areas of Focus

Areas of Focus	Timing
0. Moi-même (introduction) September/February Révision: la date, les numéros, les jours de la semaine les mois, les classes, le temps Les mots interrogatifs Le futur proche	12 classes
1. La vie quotidienne (Les loisirs et le sport) October/March Le présent- régulier et irrégulier Faire de/ jouer à Les verbes réfléchis	17 classes
2. Faisons connaissance (La famille) November/April Les adjectifs/ Bangs Les adjectifs possessifs Les pronoms indirects	17 classes
3. La gastronomie (La nourriture) November/May Les articles partitifs Les expressions de quantité Le pronom en les pronoms directs	17 classes
4. En ville (Les vêtements et les achats) December/May Le passé composé le pronom y Les conjonctions	17 classes
5. Activité culminante January/June	7-8 classes

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
Listening	70%
Speaking	
Reading	
Writing	
Summative- all four strands of equal weight	30%
Total	100%

Critical Body of Evidence

Each student will have to complete the following tasks:

- a. Writing piece- Assignment where they will write 4-5 sentences.
- b. Oral skill development- presentation and interaction
- c. Listening Comprehension- at least 2 per term and one for the final assessment
- d. Reading Comprehension- at least 2 pieces
- f. Summative

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

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**.

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



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.

