



THAMES VALLEY DISTRICT SCHOOL BOARD
Oakridge Secondary School

COURSE OUTLINE 2018-2019

Course Name: French Academic, Grade 10

Course Code: FSF 2D1

Teacher(s): M.Kujawa

Textbook(s): Kaplan, Ruby. et al. *Express 10e*, R.K. Publishing, 2004.; Various readers :
 (*Anthologie – Nouvelles frontières; Qui file Cécile?; Top Secret; Cyrano de Bergerac, etc.*)

Optional:

- **French-English dictionaries** may be borrowed in class however students may wish to purchase a small pocket dictionary for use at home. Online dictionaries are a practical substitute. **The use of on-line translators is not permitted.**

Ministry Of Education Course Description:

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

For a more complete list of curriculum expectations, please visit: <http://edu.gov.on.ca/eng/curriculum/secondary/fsf912curr2014.pdf>

Unit and Time Allocation	Content and Expectations	Culminating Activities
Hier, aujourd'hui, demain 3 weeks	<ul style="list-style-type: none"> ▪ Understanding and communicating about myself, my friends and my family ▪ Expressing about past, present and future events ▪ Identifying story elements when reading 	Interview Event storyboard Listening & Language test <i>Aline et le grand Marcel</i> reading response
Bien dans sa peau 3 weeks	<ul style="list-style-type: none"> ▪ Understanding and communicating about feeling in different situations ▪ Giving advice ▪ Identifying main points when reading 	Vlog Advice conversation Emotions book Listening & Language test <i>Qui file Cécile</i> reading response
Mes souvenirs 3 weeks	<ul style="list-style-type: none"> ▪ Understanding and communicating in detail about past events ▪ Creating timelines based on reading 	Childhood memories conversation Photo Album Listening & Language test <i>Tsar Dmitri</i> reading response
Négociier 3 weeks	<ul style="list-style-type: none"> ▪ Understanding and communicating to negotiate ▪ Identifying the moral of a short story 	Role Play (spontaneous) dialogue Persuasive letter Listening & Language test Reading evaluation – sight passage

Evaluation/Weighting of Marks:

- The final grade will be based on 70% term work and 30% culminating task(s).
- The term work is divided as follows: Listening/Speaking: 50%, Reading: 25%, Writing: 25%
- The culminating task(s) for the course will be completed in 5 sections:
 Listening 10%, Speaking 21%, Reading 14%, Written language structures 8 %, Written composition 17%

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment **for** learning), helping to set learning goals and monitor their own progress (known as assessment **as** learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment **of** learning).

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.)

These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

PLEASE NOTE THAT THE USE OF ONLINE TRANSLATORS IS A FORM OF CHEATING/PLAGIARISM.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments will apply to major assignments.

- Except in cases of long-term absence, absent students are expected to complete missed tests or evaluations upon return.
- An extension **in advance** of an evaluation deadline may be requested if you know that you will have a **legitimate excuse** to miss an upcoming due date. Extensions will not be given without reasonable advance notice except in emergency situations. *Workload and/or computer issues are not considered emergency situations. A new deadline will be chosen for the evaluation. Late marks will apply after the new deadline

- No electronic devices (cellphones, mp3/Ipod, etc.) are to be used in the classroom unless otherwise indicated.

▪ In order to be successful, it is very important to arrive on time and participate in class. The only way to be successful in learning a language is to **use the language, take risks and practice regularly.**

▪ I am always willing to give extra help. I am usually available at lunch or we can arrange additional help by appointment. Please contact me with any questions or concerns.

GRADE 10 FRENCH (2D)

----- Please return the following portion to the teacher -----

Student name:

Home phone number:

Primary contact:

Parent/Guardian name:

Daytime phone:

regularly checked email: _____

Secondary contact:

Parent/Guardian name:

Daytime phone:

regularly checked email: _____

Students: Please initial	
_____	<ul style="list-style-type: none"> ▪ I have reviewed the overview of course, including expectations for assessment and evaluation.
_____ _____	<ul style="list-style-type: none"> ▪ I understand that punctuality, attendance and full participation are fundamental to my success in the course. ▪ I understand that electronic devices (cell phones, etc) are not permitted in class. They should be <u>off</u> and <u>not visible</u> during the class time. This allows students to give their full attention and consideration to classroom activities. In an emergency, I can always be reached by calling the office.
_____ _____	<ul style="list-style-type: none"> ▪ I am responsible for requesting an extension, with a legitimate reason, in advance. A new deadline will be chosen for the evaluation and late marks will apply after the new deadline. (Extensions will not be given without reasonable advance notice except in emergency situations. *Workload and/or computer issues are not considered emergency situations.) ▪ Except in cases of long-term absence, absent students are expected to complete missed tests or evaluations upon return.
_____	<ul style="list-style-type: none"> ▪ I understand that the use of (online) translators is considered cheating and is not permitted. Dictionaries (online or print) are strongly recommended.
_____	<ul style="list-style-type: none"> ▪ I understand that I should seek help if I am ever struggling. Seeking help early is recommended and Mrs. Kujawa would love to hear from me.

Student Signature

Parent/Guardian Signature