



Glendale Secondary School

Languages Department Course Outline

French, Grade 12 (FSF 4U)



TEACHER:

PREREQUISITE: FSF 3U

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: Mme. De Luca

TEXTBOOK: Express 12e and various sources

REQUIRED MATERIALS: Board issued iPad, binder, pen/pencil, paper

GUIDELINE: *The Ontario Curriculum, Grades 9 to 12: French as a Second Language – Core, Extended, and Immersion French, 2014*

COURSE DESCRIPTION:

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

STRANDS and OVERALL EXPECTATIONS:

Strands	Overall Expectations
Listening	<p>Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
Speaking	<p>Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;</p> <p>Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the</p>

<p style="text-align: center;">Reading</p>	<p>Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;</p> <p>Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
<p style="text-align: center;">Writing</p>	<p>Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;</p> <p>The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

The primary purpose of assessment and evaluation is to improve student learning

ASSESSMENT

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment *for* learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment *as* learning. Information from assessments informs the teacher’s professional judgment but is not used in determining the student’s level of achievement.

EVALUATION

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful, students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations, then a lower limit will be determined by the teacher.

In determining a report card grade, teachers use their professional judgment to interpret the evidence of student achievement which reflects the student's most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

70 % - evaluations made at the end of units throughout the semester.

30% - final demonstrations of learning (culminating activities)

REPORT CARDS

Student progress is reported at 3 times during the semester.

Interim Report – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

Mid-term Report Card – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards but replaced when learning has been demonstrated.

Final Report Card – February and July. Reports on student achievement of all the Overall Expectations.

ACADEMIC HONESTY

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

ATTENDANCE AND LEARNING SKILLS

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student's level of achievement. Students will be assessed on the following learning skills: responsibility, works independently, collaboration, initiative, and self-regulation.

CELL PHONES/PERSONAL ELECTRONIC DEVICES

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

DEPARTMENT/COURSE SPECIFIC INFORMATION

General Expectation

Students are expected to be *respectful, punctual and prepared* with all of the necessary materials (books, binders, paper, pens, pencils etc...) needed for class. Inappropriate language and behaviour will not be tolerated.

Missed Evaluation and Late Assignments

Excellent attendance and punctuality are crucial to language learning and is the key to success in a language class. It is the student's responsibility to make up the work that was missed.

**Please refer to the student handbook for the full description of this policy.*

Extended Absences

If the student is going to be away for an extended period of time, they must inform the teacher prior to their absence so that the teacher can provide the work/assignment that the student will be missing.

Translators

Use of French translator is strictly prohibited and will be dealt with according to the Academic Honesty policy located in the student handbook.

SCHOOL WIDE SUPPORTS

Student Support Team (formerly know as Learning Resource)

In-class help

Test and exam support

Alternate learning environment

English Language Learner Support Team

Lunch-time help

Test and exam support

Math lunch-time help

Math Homework Help – on-line support

Information via school website @ <http://schools.hwdsb.on.ca/glendale/>

School wide access to password protected wireless network

Access to on-line resources

Literacy Coaching

Literacy @ Lunch

Learning Commons @ Lunch

Paper and electronic calendars

Teacher/department Lunch-time/before/after school help



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Modern Languages Department Course Outline
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DEPARTMENT HEAD: Mme. De Luca

TEXTBOOK: Express 12e and various sources

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I am aware of the course expectations and the policies and supports put in place for the student to be successful.

Student's Name: _____

Teacher's Name:

Contact Number: 905-560-7343 ext.

Email:XXXXXXXXXXXX@hwdsb.on.ca (optional to include)

Department Head Name: Mme. De Luca

Contact Number: 905-560-7343 ext.5717

Email:ldeluca@hwdsb.on.ca (optional to include)

Parent/ Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____