



Durham District School Board

Brooklin High School

Modern Languages Department

Course Outline: FRENCH, Grade 10, Academic

Department Head: V. Hodowanski **Teachers:** E. Bengel, L. McCabe, A. Preuss, R. Trepanier

Course Code: FSF 2D1

Credit Value: 1.0

Prerequisite: FSF 1D1

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. French will be the language of instruction in the classroom and students will have many opportunities to listen and interact *en français*. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Overall Curriculum Expectations:

Listening to understand and interact
 Speaking to communicate and interact
 Reading: purpose, form and style
 Writing: purpose, audience, form and process

Units of Study:

Module 1 Chez moi
 Module 2 En ville
 Module 3 La littérature – *Les Misérables*
 Module 4 La culture en France et en Europe

Assessment & Evaluation:

Term Work:

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|-----------------------------------|------------|
| <i>Listening Comprehension</i> | 15% |
| <i>Reading Comprehension</i> | 15% |
| <i>Speaking & Interacting</i> | 25% |
| <i>Written Production</i> | 15% |

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|--------------------------------|------------|
| Final Summative Project | 20% |
| Final Written Exam | 10% |

Assessment and evaluation will encompass the following Achievement Chart Categories will be used for individual evaluations:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

This course will involve a number of assessment and evaluation strategies that will provide all students an opportunity to meet with success.

Learning Skills and Work Habits: The following Learning Skills and Work Habits are evaluated regularly using a scale of Excellent, Good, Satisfactory or Needs Improvement: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

Textbook: Various texts, teacher-developed materials and online resources

Resource Materials:

- Three ring binder with dividers for four units of study
- Highlighter, pencil, pens, colour pencils and markers
- Dictionary for personal use at home
- Personal tablet highly recommended (online dictionaries, conjugueurs)

Teaching Strategies: A variety of teaching and learning strategies will be incorporated throughout the course, some of these strategies are:

- *Performance Based Learning – Each module has a culminating task (tâche finale) with speaking, interacting and listening components.*
- *End of module tests with listening, reading and writing components*
- *Inquiry Driven Activities that are based on authentic, real life social situations*
- *Self and peer assessment tools*
- *On-going constructive feedback*
- *Small Group interactive activities & Direct Instruction*
- *Co-creation and development of assessment rubrics*
- *Reflection journals / Learning Goals / Success Criteria / Big Ideas*

Curriculum Guidelines:

Through the study of French, students experience multiple opportunities to communicate for authentic purposes in real-life situations. These opportunities enable students to build on and apply their knowledge of French in everyday academic and social situations, thus developing effective communication skills. Students can take control of their learning through observation, listening, and rehearsing with others; refining their use of language; and making thoughtful and meaningful connections to the world around them.

Listening and speaking skills are the springboards to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second-language acquisition. ***If students hear it, they can say it. If students can say it, they can read it. And if students can read it, they can write it.***

Effective learning in French as a second language depends on the development of skills and understanding of seven fundamental principles in the FSL Curriculum:

- *Authentic Oral Communication: Reception, Production, and Interaction*
- *Listening, Speaking, Reading, and Writing: Interconnected but Distinct*
- *Development of Language Learning Strategies*
- *Interdependence of Language and Culture*
- *Emphasis on Critical and Creative Thinking Skills*
- *Goal Setting and Reflection*
- *Making Real-World Connections*

Additional Information: Please refer to the Student Handbook for important information regarding Evaluation Procedures; Late and Missed Assignments; Tests and Academic Integrity

Students are expected to behave in an academically honest manner including submitting their own work and referencing all necessary sources. Academic dishonesty includes cheating, plagiarism, and sharing answers or ideas and will result in consequences as outlined in the school Code of Conduct and Student Handbook.

Also, this is just a reminder/reference of what it is outlined in the **Student Handbook**:

Cheating/Plagiarism

Cheating and plagiarism are serious concerns. Plagiarism and/or cheating may result in a mark of zero or incomplete. Brooklin High School has set out clear guidelines which outline student expectations to prevent academic dishonesty. Students are expected to be honest and commit to academic integrity.

Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. If you use part or all of any other person's book, essay, magazine article, chart drawing, diagram or any other piece of work in any of your assignments without proper acknowledgement, you are plagiarizing. Even with proper accreditation information must be paraphrased and reworded. Direct quotations should be used sparingly and must appear within quotation marks. If you submit an assignment written by anyone else (e.g., a relative, friend, or another student) or if you buy an essay or present information taken from the Internet as your own, you are plagiarizing. Plagiarized assignments may be given a mark of zero or incomplete and parents notified.

Cheating and/or copying answers from other students, referring to notes, books, laptop computers, cellular phones, or other programmable electronic devices, without written permission is prohibited. Using smart phones to discuss or obtain answers from another student, whether present in the classroom or not, is prohibited. Plagiarism and cheating decisions will reflect the following four factors: the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. Plagiarizing and/or cheating on a final summative assignment may incur a more serious consequence than a term assignment. A record of the plagiarism/cheating incident will be forwarded to school administration for record keeping and possible additional progressive discipline.