

AFNORTH International School Canadian Section

Course Outline

FSF3U Core French

Course Description:

Core French, Grade 11, University Preparation (FSF3U)

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. 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: Core French, Grade 10, Academic

FSF 3U, Grade 11 University Preparation

Credit Value: 1

Ontario Ministry of Education Documents: The Ontario Curriculum Grades 11 & 12 (2000)
French As a Second Language – Core, Extended, and Immersion French

Prerequisite: Grade 10 Core Academic

Co requisite: N/A

Department: Second Languages

Department Head:

Developer(s): Renfrew County District School Board
AFNORTH International School

Development Date: August 2008

Revision Date: September 2009

Overall Expectations:

Oral Communication:

By the end of this course students will:

- Respond in a variety of ways to a range of media works and spoken texts.
- Express ideas and opinions in self-directed conversations and discussions.
- Make oral presentations on a variety of topics
- Use correct grammar and appropriate language conventions during oral communication activities

Reading:

By the end of this course students will:

- Read and demonstrate an understanding of a range of literary and informational texts.
- Apply critical thinking as they read (e.g., analyze information, go beyond the surface meaning, question the point of view presented)
- Identify and understand language conventions used in their reading materials.

Writing:

By the end of this course students will:

- Create written texts expressing their ideas and opinions for a variety of audiences.
- Write in a variety of forms, adjusting the language to suit the purpose and the audience.
- Use correct grammar and appropriate language conventions in their written work.

Course Units in Sequence:

Starting in 2007 Units from the Program Nouvelles Frontières 11e will be progressively integrated into the FSF3U course (see Teacher's Manual and Pearson Education website for unit content, structures and evaluation.)

(Based on Destinations 5 text)

Unit A: Voyages (20 hours)

Over the course of this unit students will:

- Do reports and narrations
- Create a publicity campaign for an event
- Research
- Improvise a situation
- Extract information from oral and written texts
- Express ideas in problem solving situations
- Plan a trip
- Ask for and give directions
- State and justify opinions
- Justify personal decisions
- Create a travel diary
- Listen to other points of view
- Recognize and use the future tense
- Write letters and faxes to make reservations
- Work cooperatively with partners

Unit B: Le monde qui bouge (20 hours)

Over the course of this unit students will:

- Use planning and organizing skills
- Do reports and narrations
- Create a résumé of an event
- Research information
- State and justify opinions
- Create a newspaper editorial on a controversial subject
- Conduct a survey and tabulate the results
- Conduct an interview
- Listen to other point of view
- Recognize and use conditional sentences
- Extract information from oral and written texts
- Prepare and role-play a situation

Unit C: Les visages de l'amour (20 hours)

Over the course of this unit students will:

- Prepare and conduct an interview
- Create a survey and interpret the results
- Write and appreciate poems
- Write a descriptive paragraph
- Role-play a situation involving conflict

- Compose metaphors
- State and justify opinions
- Recognize and use conditional sentences

Unit D: L'imagination (20 hours)

Over the course of this unit students will:

- Compose a poem
- Compose an imaginative tale
- Create an epilogue to a story
- Improvise situations using their imagination
- Research
- Recognize and use the present subjunctive
- Prepare and role-play a scenario

Unit E: Carrières (30 hours)

Over the course of this unit students will:

- Plan and organize for the future
- Do reports and narrations
- Make decisions and justify them
- Assess their personal character traits
- Create a personal profile
- Role-play an interview and evaluate its merits
- Write a letter of application
- Research Recognize and use the present subjunctive

Independent Reading Assignment (included in the time for each unit)

Through this assignment students will:

- Read independently a short novel or a play (100-150 pages in length)
- Respond to the reading selection by answering questions, summarizing the plot, and discussing the main ideas and supporting details.
- Analyze fictional characters and explain their motivation
- Prepare an oral presentation based on their interpretation of the selected material

Teacher-Assisted Reading Assignments (included in the time for each unit)

The teacher will assist the students with the comprehension of magazine or newspaper articles, short stories and poems.

- Students will identify formal and informal language used by authors in various literary genres
- Students will summarize and present key information through oral discussion
- Students will write a multi-paragraph critique of a literary text based on their interpretation

- Students will use specific research skills to gather information while they read

Teaching Strategies:

- Brainstorming to generate vocabulary
- Cloze
- Cooperative learning
- Computer assisted learning
- Debating
- Defending a point of view
- Directed reading-thinking activities
- Discussion
- Extracting information from verbal cues and various media
- Expressing opinions
- Guided writing
- Homework
- Independent reading
- Interviews
- Memorizing
- Oral explanation
- Reading aloud
- Review
- Researching from a variety of sources
- Role playing
- Writing process

Assessment and Evaluation Strategies

Assessment strategies will address the variety of teaching and learning styles as well as the variety of expectations. The assessment program will include tests, quizzes, oral presentations, performance task, writing folder, self-evaluation and peer evaluation, rubrics and anecdotal observations.

Assessment tools to be used throughout the course will include the four level achievement chart (Knowledge and understanding – 25%, Thinking and inquiry – 25%, Communication – 25% and Application – 25%)

Term work will be worth 70% and the final exam/culminating activity will be worth 30%.

- Unit tests will be administered at the end of each unit.
- A performance task involving written work and oral presentation will take place at the end of each unit. This task will put together the work done in class during the unit.
- The culminating assignment will be part of the final evaluation, which may also include the final examination. During this assignment students will be required to demonstrate that they have met the overall expectations of the course. This rich assessment task will make up 15% of the students final mark.

- The final examination will cover the full year's work and will take place at the conclusion of the course. It will make up 15% of the students final mark and may accompany the culminating task.
- Work ethics, participation and group work skills will also be assessed on a daily basis and reported as learning skills on the provincial report card.

Program Planning Considerations:

Education for Exceptional Students:

Considerations must be given to the technical and learning aids available that will help an FSL teacher meet the needs of an exceptional student. Certain students may require a Braille, a personal amplification system, an oral or a sign-language interpreter, a scribe or a specialized computer program.

The role of Technology in the Curriculum:

Students will be expected to use French computer programs as well as computer assisted learning modules developed for second-language learners. E-mail must be incorporated into the French classroom to enable students and teachers to communicate directly with francophones across the world. Audiocassettes, CDs, radio broadcasts, television programs and movies are also essential to the study of a second language. Students must be exposed to various dialects and different French cultures and francophone societies.

Career Education:

Students will learn how having a working knowledge of the French language expands the range of career opportunities that they can pursue both in Canada and internationally.

Continuous School Progress:

CONTINUOUS SCHOOL PROGRESS: AFNORTH International Middle/High School's CSP (Continuous School Progress) goal one is, "**All students will improve their reading comprehension skills across the curriculum.**"

Goal two is, "**All students will improve skills in mathematical computation.**" Standardized assessments, such as the OSSLT, PSAT and Terra Nova will be used to identify areas of strengths and weaknesses and to assess growth as we continue to strive towards continued academic improvement. Success of all students requires that instructional strategies to improve reading comprehension and mathematical computation become a consistent and integral component of each course taught at AFNORTH International Middle/High School.

6 Traits + 1 Writing Rubric: The 6 Traits + 1 is the model selected to improve school-wide writing in all subject areas. The 6 Traits + 1 writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as establish a common vision of what "strong" writing looks like. Teachers and students will use the 6+1 Trait model to identify areas of strength and weakness as they continue to strive towards

continued writing improvement. Success of all students requires that the 6+1 Trait become a consistent and integral component of each course taught at Afnorth High School.

The six particular traits will be implemented in the following manner:

Ideas: students will determine validity of ideas through debate and research and incorporate them into appropriate document format

Organization: students will learn how to organize ideas in proper sequence and incorporate them into appropriate document format

Voice: students will learn to differentiate between formal, common and slang terms incorporate them as required into appropriate document format

Word Choice: students will engage in extensive vocabulary building to allow them to implement proper terminology for appropriate document format and settings

Sentence Fluency: students will study a variety of sentence structures and their implementation into appropriate document format

Conventions: students will study conventions of language that pertain to research, formal debate and proper document format

Presentation: students will incorporate all of the above in both written format and audio/visual/oral presentations

Textbooks:

- Destinations 5
- Nouvelles frontières 11 – Anthologie

Ressources :

- Le Petit Prince – A de St-Exupéry
- Nouvelles à l'écran
- Les Misérables – V Hugo
- Carmen – Bizet
- La Guerre, Yes Sir! – R Carrier
- L'actualité magazine