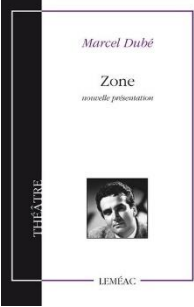




Course Code: FEF2D (credit value 1.0)

Course Name: Extended French, Grade 10 Academic

<p>Literature/Resources</p>  <div data-bbox="358 520 740 663" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Zone Michel Tremblay</p> </div> <div data-bbox="204 835 737 936" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Prerequisite: Extended French, Grade 9, Academic</p> </div>	<p>Course Description:</p> <p>This course provides with extensive opportunities for students to use their communication skills in French and to apply language-learning strategies. They will use their creative and critical thinking skills to explore and evaluate information and ideas in the texts. The students will develop their knowledge in:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing <p>Through the study of French authors, they will increase their knowledge, understanding and appreciation of diverse French-speaking communities and become lifelong language learning.</p>
<p>Overall Course Expectations</p> <ul style="list-style-type: none"> • Listening to interact and to understand a variety of authentic and adapted oral French texts; • Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience; • Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms; • Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy) • Applying appropriate language conventions • Intercultural Understanding 	
<p>Learning Resources: Growing Success Document French Curriculum</p>	<p>Assessment – For, As & Of Learning : See page 31 of Growing Success for a more detailed description of Assessment</p>



Program Overview

Use of language:	<ul style="list-style-type: none"> • Give and justify opinions • Solve problems of daily life • Ask for precision and clarification • Understand informative, factual messages and technical information • Describe places, people and event with pertinent details • Interpret information; stories • Follow directions • Express feelings, personal taste (positive-negative) • Identify events in a time sequence • Propose and analyze points of views related to various topics • Summarize a story • Give advice • Debates • Paraphrase • Take part in a conversation with spontaneity • To express disagreement/agreement/approval • Talk about the future/past/present
Authentic Resources:	<p>Inspired from authentic resources such as :</p> <p>TV news, documentaries, articles from different sources, movies, conferences, recording of native speakers, personal and administrative letters, and various type of texts.</p>
Langage Conventions	<p>Les verbes réfléchis et réciproques au passé composé avec l'accord des participes passés, le plus-que-parfait, le conditionnel présent/passé, la concordance des temps, les phrases hypothétiques, les pronoms COD/COI/me/te/nous/vous/à tous les temps de verbes, l'expression de la durée (pendant/depuis), le gérondif, l'expression du moment (dans/il y a/en), les pronoms relatifs simples (qui/que/dont/où), les pronoms interrogatifs/possessifs/démonstratifs, la position des adverbes aux temps simples et composées, le comparatif des adverbes, quelques articulation du discours (donc/puisque/comme/pourtant).</p>

Assessments:

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:



Knowledge and Understanding, Thinking, Communication, Application

Percentage	Achievement	Summary Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

Excellent: E

Good: G

Satisfactory: S

Needs improvement: N

Strands of study:

70% of the final based on the student’s most consistent level throughout the course:

- Listening: 25%
- Speaking: 25%
- Reading: 25%
- Writing: 25%

30% based on the final examination will also include the 4 strands:

- Listening
- Speaking
- Reading
- Writing

Support for Higher Learning

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlines in an Individual Education Plan (IEP) and will be communicated to parents.