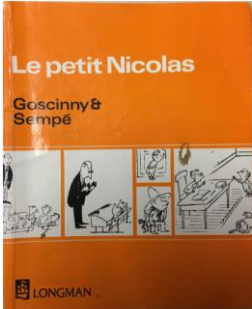




Course Code: FSF3U (credit value 1.0)

Course Name: Core French Grade 11, University Preparation/IB

<p>Literature/Resources</p>  <div data-bbox="399 520 760 642" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">Le petit Nicolas Goscinny & Sempé</p> </div> <div data-bbox="110 840 734 898" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Prerequisite: Core French, Grade 10 Academic</p> </div>	<p>Course Description:</p> <p>This course provides extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their:</p> <ul style="list-style-type: none"> • Listening; • Speaking • Reading; • Writing <p>Through a variety of oral and written texts, using their creativity and their critical skills, they will broaden their understanding and appreciation of diverse French-speaking communities and become lifelong language learning.</p>
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Overall Course Expectations

- Listening to interact and to understand a variety of authentic media texts and oral scripts;
- Speaking to communicate information and ideas orally, appropriate to the purpose and the audience;
- Reading comprehension to determine meaning with a variety of form and style
- Writing for different purposes and audiences
- 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>
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Program Overview

Communication Skills:	<ul style="list-style-type: none">• Understand vocabulary relative to family, shopping and familiar environment• Follow simple directions and instructions• Give advice• Describe daily routines• Understand facts in a simple informative text• Identify rule and instructions• Express wishes, predictions, hypothesis and preferences• Ask questions• Describe people, objects, objects, places• Sequence of events in time• Express feeling, opinions (positive-negative)• Compare objects, events and places• Suggest, accept and refuse an invitation• Talk about the future/the past/the present• Take part in a conversation with spontaneity
Authentic Resources:	TV news, documentaries, articles from different sources, movies, conferences, recording of native speakers, personal and administrative letters, and various type of texts.
Langage Conventions :	Les verbes réfléchis et réciproques au passé composé avec l'accord des participes passé, 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 articulations du discours (donc/puisque/comme/pourtant).



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.