### Nepean High School

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Languages Department

**FSF2P– Grade 10French as a Second Language**

Prerequisite: FSF1P / FSF1D

Teacher Name: MME WALKER Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Description:**

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students expand their knowledge of French by studying a series of theme related topics, such as students’ rights and responsibilities, relationships with peers and adults, and part-time jobs:

The course description is available at the Ministry of Education website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

 **Units of Study:** this subject to change, if needed

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| Intro | Contact | A revision, this unit will allow students to revisit key components of the grade 9 course (vocabulary, verbs and grammar structures) |
| Cycle 1 | Vis ta vie ! | Students will explore different interest and hobbies and will describe their own interests as well as ask others about what interests them.  |
| Cycle 2 | Mon coin du monde | Students will learn more about Ottawa and Canada with a focus on the influences of French culture.  |
| Cycle 3 | Alors on sort? | Students will learn the social etiquettes of asking for and giving directions, inviting someone to an activity (cinema, party etc.) |
| Cycle 4 | Globe-trotters | Students will explore travel and the world with a focus on French speaking countries. |

**Attentes générales du cours : L’élève pourra**

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| **Compréhension orale****CO1.**  **Listening to Understand**: determine meaning in a variety of oral French texts, using a range of listening comprehension strategies;**CO2.**  **Listening to Interact:** listen actively and interpret messages accurately while interacting in French with a variety of audiences for various purposes;**CO3.**  **Intercultural Understanding**: listen to and demonstrate an understanding of information in French oral texts about customs and socio-linguistic conventions in diverse francophone communities;  |
| **Production orale****PO1.** **Speaking to Communicate**:communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;**PO2. Speaking to Interact:** participate in spoken interactions in French with a variety of audiences and for various purposes;**PO3.**  **Intercultural Understanding**: identify and speak about customs in diverse francophone communities and demonstrate an understanding of the appropriate use of socio-linguistic conventions in a variety of situations;  |
| **Compréhension écrite****CE1. Reading Comprehension:** use a range of reading strategies to determine meaning in a variety of French texts ;**CE2. Purpose, Form, and Style:** identify the purpose and stylistic features of a variety of text forms;**CE3. Intercultural Understanding:** demonstrate an understanding of information in French texts about customs and socio-linguistic conventions in diverse francophone communities; |
| **Production écrite****PE1. Purpose, Audience, and Form:** write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of language conventions and stylistic elements to communicate clearly and effectively;**PE2. The Writing Process:** use the stages of the writing process to develop and organize content, clarify ideas, correct errors, and present their work effectively ;**PE3. Intercultural Understanding:** produce written work that demonstrates an awareness of customs and socio-linguistic conventions in diverse francophone communities; |

**\*\* PO2 –Please not that an important part of the overall evaluation of this component will be done on a daily basis within the classroom.**

**Évaluation:**

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| **Travail du semestre**Use of French in the classroom (10%), tests, listening, reading, writing and speaking evaluations | 70% |
| **Sommatifs** * Summative task 10% final exam 20%
 | 30% |

***Bon succès à tous!***