

FSF 3U / 4U  
French Studies  
McEwan

**FSF 3U Course Description:**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

**FSF 4U Course Description:**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

Note from the Revised Curriculum Document

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

\*The strategies and expectations that are the same for FSF 3U and FSF 4U have been marked with an asterisk.

Curriculum Expectation	Specific Expectation	Assignment / Specific Focus
<p><b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies</p>	<p><b>A1.1</b> identify a range of listening comprehension strategies, and use them before, during, and after listening to interpret explicit and implicit messages in oral French texts</p>	<ul style="list-style-type: none"> <li>• podcast summaries</li> <li>• French tv show discussions</li> </ul>
	<p><b>A1.2</b> demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate</p>	<ul style="list-style-type: none"> <li>• podcast summaries</li> <li>• French tv show discussions</li> </ul>
<p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p>	<p><b>A2.1</b> identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions</p>	<ul style="list-style-type: none"> <li>• daily discussions</li> <li>• podcast summaries</li> <li>• French tv show discussions</li> </ul>
	<p><b>A2.2</b> respond with understanding to what others say while participating in inter-actions about a variety of topics, in formal and informal situations</p>	<ul style="list-style-type: none"> <li>• daily discussions</li> <li>• podcast summaries</li> <li>• French tv show discussions</li> <li>• documented classroom observations</li> </ul>
	<p><b>A2.3</b> (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• listening activities</li> <li>• daily discussions</li> </ul>
<p><b>A3. Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p><b>A3.1</b> using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p>	<ul style="list-style-type: none"> <li>• podcast summaries</li> <li>• French tv show discussions</li> </ul>
	<p><b>A3.2</b> using information from oral French texts, identify and demonstrate an understanding of socio-linguistic conventions used in a variety of situations in diverse French-speaking communities</p>	<ul style="list-style-type: none"> <li>• podcast summaries</li> <li>• French tv show discussions</li> <li>• film studies</li> <li>• documented classroom observations</li> </ul>

Curriculum Expectation	Specific Expectation	Assignment / Specific Focus
<p><b>B1. Speaking to Communicate:</b> communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience</p>	<p><b>B1.1</b> identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• French week activities</li> </ul>
	<p><b>B1.2</b> produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate</p>	<ul style="list-style-type: none"> <li>• monthly magazine article review (4 total)</li> <li>• French week activities</li> <li>• daily discussions</li> <li>• small group discussions</li> <li>• oral presentations</li> </ul>
	<p><b>B1.3</b> speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics</p>	<ul style="list-style-type: none"> <li>• daily discussion time</li> <li>• oral presentations</li> <li>• small group discussions</li> <li>• French week activities</li> <li>• documented classroom observations</li> </ul>
	<p><b>B1.4</b> communicate their meaning clearly, using parts of speech and word order appropriately</p>	<ul style="list-style-type: none"> <li>• daily discussions</li> <li>• oral presentations</li> <li>• small group discussions</li> <li>• French week activities</li> </ul>
<p><b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences</p>	<p><b>B2.1</b> demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations</p>	<ul style="list-style-type: none"> <li>• daily discussions</li> <li>• oral presentations</li> <li>• small group discussions</li> <li>• dynamic dialogues</li> <li>• French week activities</li> <li>• documented classroom observations</li> </ul>
	<p><b>B2.2</b> exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with support as appropriate</p>	<ul style="list-style-type: none"> <li>• daily discussions</li> <li>• oral presentations</li> <li>• small group discussions</li> <li>• French week activities</li> </ul>
	<p><b>B2.3</b>  (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively;  (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• documented classroom observations</li> </ul>

Curriculum Expectation	Specific Expectation	Assignment / Specific Focus
<p><b>B3. Intercultural Understanding:</b> in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	<p><b>B3.1</b> communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities</p>	<ul style="list-style-type: none"> <li>• monthly magazine article review (4 total)</li> <li>• French week activities</li> <li>• podcasts and tv shows</li> </ul>
	<p><b>B3.2</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions</p>	<ul style="list-style-type: none"> <li>• expressions du jour - used in small group and daily discussions</li> <li>• French week activities</li> </ul>
<p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies</p>	<p><b>C1.1</b> identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in various reading contexts</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> </ul>
	<p><b>C1.2</b> demonstrate an understanding of explicit and implicit messages in a variety of student- and teacher-selected French texts about academic and personally relevant topics</p>	<ul style="list-style-type: none"> <li>• novel study</li> <li>• monthly magazine article review (4 total)</li> <li>• various articles and texts</li> </ul>
	<p><b>C1.3</b> read a variety of French texts at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</p>	<ul style="list-style-type: none"> <li>• novel study</li> <li>• monthly magazine article review (4 total)</li> <li>• various articles and texts</li> </ul>
	<p><b>C1.4</b> use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• novel study vocabulary preparation</li> </ul>
<p><b>C2. Purpose, Form, and Style:</b> identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;</p>	<p><b>C2.1</b> identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning</p>	<ul style="list-style-type: none"> <li>• novel study</li> <li>• monthly magazine article review (4 total)</li> <li>• various articles and texts</li> </ul>

Curriculum Expectation	Specific Expectation	Assignment / Specific Focus
	<p><b>C2.2</b> identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages</p>	<ul style="list-style-type: none"> <li>• novel study</li> <li>• monthly magazine article review (4 total)</li> <li>• various articles and texts</li> </ul>
	<p><b>C2.3</b>            (a) explain which strategies they found helpful before, during, and after reading to understand texts;            (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• documented classroom observations</li> </ul>
<p><b>C3. Intercultural Understanding:</b> demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p><b>C3.1</b> using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p>	<ul style="list-style-type: none"> <li>• research project</li> </ul>
	<p><b>C3.2</b> identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</p>	<ul style="list-style-type: none"> <li>• research project</li> </ul>
<p><b>D1. Purpose, Audience, and Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level</p>	<p><b>D1.1</b> determine their purpose in writing and the audience for the French texts they plan to create</p>	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• French week activities</li> </ul>
	<p><b>D1.2</b> write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the structural and stylistic elements of each form</p>	<ul style="list-style-type: none"> <li>• weekly journals</li> <li>• French week activities</li> </ul>

Curriculum Expectation	Specific Expectation	Assignment / Specific Focus
	<b>D1.3</b> communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation	<ul style="list-style-type: none"> <li>• weekly journals</li> <li>• French week activities</li> </ul>
<b>D2. The Writing Process:</b> use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively	<b>D2.1</b> generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources	<ul style="list-style-type: none"> <li>• research project</li> <li>• self evaluations</li> </ul>
	<b>D2.2</b> plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• research project</li> <li>• peer editing</li> </ul>
	<b>D2.3</b> make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for publication	<ul style="list-style-type: none"> <li>• peer editing</li> </ul>
	<b>D2.4</b> (a) explain which strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills	<ul style="list-style-type: none"> <li>• self evaluations</li> <li>• documented classroom observations</li> </ul>
<b>D3. Intercultural Understanding:</b> in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.	<b>D3.1</b> in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities	<ul style="list-style-type: none"> <li>• research project</li> <li>• weekly journals</li> <li>• self evaluations</li> </ul>
	<b>D3.2</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work	<ul style="list-style-type: none"> <li>• research project</li> <li>• weekly journals</li> <li>• self evaluations</li> <li>• expression du jour inclusion in writing</li> </ul>

## Course Breakdown

<b>Assignment</b>	<b>Weight</b>
Course work: <ul style="list-style-type: none"><li>• weekly journals</li><li>• self evaluations</li><li>• class participation documented observations</li><li>• research project</li><li>• podcast summaries</li><li>• article reviews</li></ul>	70%
Midterm exam	10%
Culminating Activity	10%
Final Exam	10%
Total	100%