



## Ontario eSecondary School Course Outline 2023-2024

<b>Ministry of Education Course Title:</b> French Immersion, Grade 12	
<b>Ministry Course Code:</b> FIF4U	
<b>Course Type:</b> University	
<b>Grade:</b> 12	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Grade 11 French Immersion	
<b>Department:</b> French	
<b>Course developed by:</b> Audrey Bruce	<b>Date:</b> September 15th, 2023
<b>Length:</b> One Semester	<b>Hours:</b> 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <li>1. <i>The Ontario Curriculum: French Immersion, grade 12</i>, September, 2015</li> <li>2. <a href="#">Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</a></li> <li>3. <a href="#">Learning for All (2013)</a></li> </ol>	

## COURSE DESCRIPTION/RATIONALE

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## OVERALL CURRICULUM EXPECTATIONS

### *Listening*

By the end of this course, students will:

- A1.** Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2.** Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3.** Intercultural Understanding: 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.

### *Speaking*

By the end of this course, students will:

- B1.** Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2.** Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3.** Intercultural Understanding: 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.

### *Reading*

By the end of this course, students will:

- C1.** Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2.** Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3.** Intercultural Understanding: 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

### *Writing*

By the end of this course, students will:

- D1.** Purpose, Audience, and Form: 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;
- D2.** The Writing Process: 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;
- D3.** Intercultural Understanding: 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.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: La Compétence médiatique	27 hours
Unit 2: Les Nouvelles	27 hours
Unit 3: Voyages & culture	27 hours
Unit 4: Littérature et théâtre	24 hours
Projet Culminant	4 hours
Exit Interview	1 hour
<b>Total</b>	<b>110 Hours</b>

## UNIT DESCRIPTIONS

### UNITÉ 1: La Compétence médiatique

In this unit, students will learn, practice and review media literacy. Students will analyze and reflect on a variety of media forms, as well as compare and contrast different perspectives. Students will interpret and make inferences using both audio, video, and written texts. Students will be asked to pick an 'Article de Presse' of their own to review and present.

### UNITÉ 2: Les Nouvelles

In this unit, students will learn about Guy Maupassant, a famous French Author and read 2 of his short stories. Each story is embedded with a moral and contains themes and perspectives on society that are still relevant today. Students will analyze and reflect on these texts and make connections with the modern world.

### UNITÉ 3: ÉVÉNEMENTS ET DÉBATS MONDIAUX

In this unit, students will take a look at different global events, issues, and debates. Students will analyze texts (sometimes translated into French) sourced from new outlets in different countries. Students will take a look at press coverage from different geographic locations focusing on overlapping events. Students will reflect on differentiation and debate nuanced topics to implement their critical thinking skills, make connections and analyze a variety of texts and draw their own conclusions.

### UNITÉ 4: Littérature et théâtre

In this unit, students will be challenged to think critically about the historical French text, Tartuffe, written by Molière. The text is a French play from the 1600s that also acts as a commentary on numerous aspects of society from religion, to social class, and feminism. Through this unit, students will gain a clear picture of the satire, and morals that identify classic French literature while making connections to modern society.

## TEACHING AND LEARNING STRATEGIES

### The students will experience a variety of activities:

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation:** Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meeting
- Diagnostic tests and writing tasks
- Free-writing journal entries
- Outlining and planning sheets
- Completed Templates
- Fill in the blanks
- Editing Checklists
- Reflections
- Oral presentations & active Listening
- Expressive writing & discussing
- Tests & Exam
- Written projects & assignments
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

*(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)*

### TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Article de Presse (written)	Students will submit a written copy of their article de presse complete with a rough draft and a planning document	K, T, C, A	8%
Unit 1: Article de Presse (video presentation)	Students will present their Article de Presse assignment to their teacher via video submission	K, T, C, A	9%
Unit 2: Quiz	Students will answer questions on the quiz based on knowledge from unit 2. This test is structured around our content from this unit	K, T, C, A	5%
Unit 2: Rapport de livre	Student will complete a book report following specific questions on the texts from our unit	K, T, C, A	12%
Unit 3: Analyze d’articles	Students complete an article analysis and source articles from different countries on the topic to compare and contrast information availability	K, T, C, A	6%
Unit 3: Emission de radio ou podcast	Students will brainstorm, plan, research, and record a podcast or radio show episode on one of the topics we discussed in this unit.	K, T, C, A	12%
Unit 4: Enregistrement de Tartuffe	Record a reading of a scene from Tartuffe. Students can select the scene and should make use of vocal expression as well as body language during their out loud reading. This will be recorded at home and then submitted to your teacher.	K, T, C, A	8%
Unit 4: Analyse de Tartuffe	Students will follow the guidelines to write a text analysis of Tartuffe focusing on one scene from the play.	K, T, C, A	10%

### FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culmination Project	A project that encompasses all that you have learned in the course.	K, T, C, A	20

Exit Interview	Students will participate in a video or phone call with their instructor and answer questions as they reflect on the course.	K, T, C, A	10
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Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Culmination Project (5K, 5T, 5C, 5A)	20
Exit Interview (2.5K, 2.5T, 2.5C, 2.5A)	10

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: La Compétence médiatique

AAL	AFL	AOL
Learning Journal Worksheets	Discussion Post	Article de Presse - Video Presentation (written)
		Article de Presse - Video Presentation (oral)

### Unit 2: Les Nouvelles

AAL	AFL	AOL
Learning Journal Worksheets	Discussion Post	Quiz
		Book report

### Unit 3: Évènements et débats mondiaux

AAL	AFL	AOL
Learning Journal Worksheets	Discussion Post	Article comparison analysis
		Selfmade Podcast or Radio Episode

### Unit 4: Littérature et théâtre

AAL	AFL	AOL
Learning Journal Worksheets	Tartuffe Scene reading part 1	Tartuffe scene reading part 2
		Tartuffe Analysis

### Finals

<b>AOL</b>
Culminating Project
Exit Reflection (video conference)

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.