



Ontario eSecondary School Course Outline 2024-2025

Ministry of Education Course Title: French Immersion, Grade 12	
Ministry Course Code: FIF4U	
Course Type: University	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Grade 11 French Immersion	
Department: French	
Course developed by: Audrey Bruce	Date: April 14, 2022
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> 1. <i>The Ontario Curriculum: French Immersion, grade 12</i>, September, 2015 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i> 	

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
Total	110 Hours

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

Students will

UNITÉ 3: La Nourriture Française

In this immersive unit, students will be engaged in the French language through it's cuisine and culture. Students will learn and practice using basic food, kitchen, and cooking vocabulary to communicate their preferences, create short recipes, and engage with their peers. At the end of the unit, students will create a short cooking tutorial using the vocabulary they have acquired and practiced in this unit.

UNITÉ 4: Voyager

Here, students will have the opportunity to explore French through travel. They will use a variety of tools and participate in fun activities to practice using their vocabulary, oral and written communication, reading, inquiring, planning skills, and their imagination. In this unit they will participate in a virtual trip using google maps, practice interpreting through listening, and submit a final travel journal assignment.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following 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.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

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.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

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.

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.

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.

Graphics/images are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

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.

Evaluation: Assessment of Learning 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 and inventories, 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 listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., presentations, written submissions and/or tests that build towards and prepare students for the end-of-course exam and exit interview. 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, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

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:

- Seventy percent 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.

- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity 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)

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culmination Project (5K, 5T, 5C, 5A)	20
Exit Interview (2.5K, 2.5T, 2.5C, 2.5A)	10

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Discussion Post	Students will make a discussion post and reply to a post of one other student in the class.	K, T, C, A	17
Unit 1: Article de Presse (video presentation)	Students will present their Article de Presse assignment to their teacher via video and written submissions.	K, T, C, A	
Unit 2: Vocabulary & Grammar Quiz	Students will answer questions on the quiz based on knowledge from unit 2. This test is structured around French conversation and dialogue.	K, T, C, A	17
Unit 2: Oral Presentation and written submission	Students will introduce themselves, explain their likes and dislikes, hobbies, and activities. Students will do this using vocabulary from unit 1 + 2. This assessment includes both a written format and an oral presentation that is submitted via a recorded video.	K, T, C, A	
Unit 3: Carte Postale	Students will write a postcard to an imaginary penpal in one of the French speaking cultures we explored in our lesson. Students should complete the planning and organizational questions, followed by a rough draft, and then a final copy.	K, T, C, A	18
Unit 3: Ma Recette	Students will create a short cooking tutorial. They should pick a meal they can create using the vocabulary we have learned in class. In the video tutorial, students will practice using the verbs and	K,T,C,A	

	tools they have learned in French and include a step by step process.		
Unit 4: Virtual trip to Paris Quiz	Students will complete the quiz following their virtual trip to Paris. Students will answer questions about knowledge they acquired of the museums, art works, vocabulary, and grammar they practiced.	K,T,C,A	18
Unit 4: Ma Itineraire	Students will create a travel itinerary according to the provided instructions. Students are expected to research and choose a destination in a Canadian French speaking community.	K, T, C, A	

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

AFL/AAL/AOL TRACKING SHEET

Unit 1: Le Vocabulaire et la révision

AAL	AFL	AOL
Learning Journal Worksheets	Diagnostic quiz	Article de Presse - Video Presentation
Unit 1 Reflection		

Unit 2: Moi même

AAL	AFL	AOL
Learning Journal Worksheets	Verb conjugation practice quiz	Grammar & vocabulary quiz
Unit 2 Reflection		Presentation de soi - Oral presentation + written submission

Unit 3: La nourriture Française

AAL	AFL	AOL
Learning Journal Worksheets	Food & culture discussion post + feedback to one other post	Carte Postale
Unit 3 Reflection		Cooking tutorial video project + written submission

Unit 4: Voyager

AAL	AFL	AOL
Learning Journal Worksheets	Le verbe aller- email submission	Virtual trip to Paris quiz
Unit 4 Self made review package		Travel Itinerary Assignment
Unit 4 Reflection		

Finals

AOL
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.