

Course of Study: Grade 10 Core French (FSF 2D)

Course Details

School:	Humberside CI, Toronto District School Board
Department:	Modern Languages
Teacher:	Beata Zak (Beata.Zak@tdsb.on.ca)
ACL:	Heather Bernknopf 416-393-8122 ext. 20131
Development date:	September 2025
Course code:	FSF 2D
Course title:	Core French, Grade 10
Credit value:	1.0
Prerequisite:	Core French, Grade 9, Academic
Policy Documents:	<i>The Ontario Curriculum, Grades 9 to 12, French as a Second Language Core</i>

Overall Goals

Course description: This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Overall expectations: By the end of this course, students will:

Listening	• 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	• 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 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	• C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies; • C2. Purpose, Form, and Style: 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; • 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	• 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.

Students will be evaluated by the three following strands:

Speaking:	25%	Reading:	25%
Listening:	25%	Writing:	25%

Achievement Chart (Rubrics)

The evaluation of this course will be based on the Achievement Categories set out by the Ministry of Education for Grade 9 French.

Thinking and Inquiry: Includes such items as:	- critical and creative thinking skills (e.g. reflecting, analyzing, hypothesizing) - inquiry skills (e.g. formulating questions, planning, selecting strategies and resources, analyzing, interpreting & assessing information, forming conclusions) - student/teacher conferencing - personal reflections
Knowledge and Understanding: Includes such items as:	- knowledge of forms, texts (e.g. short stories, poems), conventions, terminology, and strategies - understanding of information, ideas, concepts, and themes - understanding of relationships among facts, ideas, concepts and themes
Communication: Includes such items as:	- communication of information and ideas - communication for different audiences and purposes - use of various forms of communication - communication involves reading, writing, listening, speaking and viewing
Application: Includes such items as:	- application of speaking, reading, listening and writing skills (e.g. interpretation) - application of technology (e.g. choice of tools) - making connections (e.g. between experiences and texts, between French and other subjects, and between French and the world outside the school)

Learning Skills

Learning skills play a critical role in students' achievement of the curriculum expectations. Students are expected to come prepared, leaving shoes and backpacks with phones in them at the door. French is a cumulative subject. Therefore, regular attendance and participation are essential for success. It is expected that all homework will be completed and that assignments will be submitted on time.

Plagiarism and cheating will not be tolerated and will result in a mark of zero. Please refer to the Humberside Assessment and Evaluation Policy in the student agenda book.

The report card provides a record of the learning skills demonstrated in the following six categories:

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
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Program Planning Considerations:

Education for Exceptional Students:

Accommodations will be made for students who have been identified as exceptional by an IPRC or who have an IEP. Students should contact the Special Education department for information about appropriate services for their needs.

The Role of Technology in the Curriculum:

Students will be expected to use French computer programs as well as computer-assisted learning modules developed for second-language learners. Podcasts, television programs, videos, songs and films are crucial to students' study of the French language. By means of these technologies, students can hear French as it is spoken in various regions around the world, & can observe many aspects of francophone culture & everyday life.

Career Education:

The FSL programs provide students with relevant contexts within which they can explore their interests and demonstrate their abilities and aptitudes as they work together to develop their French-language communication skills. Students also learn how having a working knowledge of French expands the range of career opportunities that they can pursue both in Canada and internationally.

Teaching/Assessment and Evaluating Strategies

A range of instructional strategies will be used to address student needs. Similarly, several assessment and evaluation strategies will be used throughout the course. These may include:

Assessment: The teacher will use several of these strategies to give the students the opportunity to learn & be assessed: quizzes, homework, small assignments, classroom discussions, self evaluation and peer evaluation.

Evaluation: The following are evaluation strategies that will be used to determine a student's grade in the course: listening activities, oral presentations, seminar presentations, compositions, book reviews, etc.

Plagiarism

Plagiarism is the act of taking ownership of written material or ideas belonging to someone else, whether knowingly or unknowingly. At Humberside Collegiate Institute, plagiarism is strictly dealt with. This can be seen with but is not exclusive to:

- The use of online translators
- Word for word transcription
- Not citing sources
- Sharing independent work amongst peers

Chat GPT - Translation Software

Unless otherwise instructed by the teacher, translation software is unnecessary and may not be used.

When submitting work, students should always expect to be asked follow up questions to demonstrate their learning and corroborate their understanding.

Credit will not be given for any product that contains vocabulary or grammatical structures that have not already been observed in class through previous assessments, evaluations, or conversations.

Grades for Provincial Reports throughout the Year

The grade for each reporting period is based on the evaluations that have been conducted to that point. This grade is preliminary and tentative. A student's grade will be based on the most consistent level of achievement but some of the overall expectations, strands and units will not have been addressed at that point. A student's grade will most likely change when the student's entire work is evaluated by the end of the course.

Communication

Extra help is available at lunch in Portable 3. Students and parents can reach the teacher via email.

Ms. Zak: Beata.Zak@tdsb.on.ca

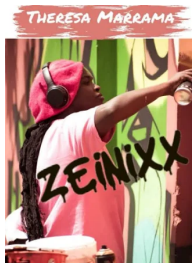
Outline of course content & Evaluation:

The following are brief unit descriptions and evaluation strategies that will be used to determine a student's grade in the course. **Assessment & Evaluation** is done in a fair and transparent manner with students taking ownership of their work. The four strands of Listening, Reading, Writing and Speaking, will be integrated and evaluated throughout. A strong commitment to participation and exploration is the basis for good grades in this course. At the same time I encourage you to strive for excellence in all work.

70% Grade on Course Work

Students must demonstrate achievement of the overall expectations of the course. Assignments and tests will be designed to provide students with the opportunity to show what they have learned in the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

Course Outline:

Unit	Topics of Study	Evaluations
Review	• Review of concepts learned in FSF 1D	
Mes souvenirs d'enfance	Quels sont mes souvenirs d'enfance? Qui sont mes camarades de classe? • qui suis-je? • mon enfance, mes aventures, ma vie... • mes ambitions, plans pour l'avenir	• Des quiz (lecture, écrit, écoute) • Dialogue • Projet biographique
Les francophones canadiens	Qu'est-ce que je peux découvrir en français au Canada? -les Franco-Ontariens -les Québécois -les Acadiens	• Des quiz (lecture, écrit, écoute) • Dialogue • Projet: mes endroits/lieux préférés • Présentation
L'art et la lecture 	C'est quoi l'art? • les préférences • commentaires, critiques • justifier une opinion (qui? quoi? Pourquoi?)	• Des quiz (lecture, écrit, écoute) • Journal

Success Plan:

- Speak, read and write French!
- Participate actively in class and ask for help when needed.
- Attend class regularly, stay organized and up-to-date, and complete all assignments to the best of your ability.
- Log into Brightspace everyday.
- Remember that plagiarism, which includes getting too much help from a friend or using an on-line translator, will result in a mark of zero.

30% Grade Based on Course-Culminating Activities

All students must take part in the culminating activities for this course. The culminating activities allow students to demonstrate the skills they have acquired in the course throughout the year. These activities are worth 30% of the overall mark.

30 % Final Evaluations

Task	Strand(s)	Weighting
TBD	Speaking / Reading / Listening / Writing	30%

***** Factors such as time, student needs, and unforeseen events can affect the delivery of a course.
Therefore, this plan is subject to change*****

Have a Great Year!