

**MISSISSAUGA SECONDARY SCHOOL
GLOBAL STUDIES DEPARTMENT
COURSE INFORMATION
2007-2008**

COURSE: FSF 2D0

Required preparation: FSF 1D0 or 1P0 + cross-over course

Required text and replacement cost:

Voyages 1	\$55.00
Voyages 1 Cahier	\$11.00
French/English dictionary	Personal copy

Course Description

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

By the end of the course, students should be able to demonstrate the enduring understandings:

- Participate in teacher-guided discussions, debates and dramatizations;
- Use appropriate language conventions during oral communication activities;
- Create media works of some technical complexity;
- Expand on information or ideas found in various readings;
- Understand the importance of tense differences in written texts.

Students will demonstrate achievement of the course expectations through the completion of tasks, such as:

Unit	Grammatical structures	Summative Task	Approximate Timelines
Unit 1 À table	<ul style="list-style-type: none"> • <i>révision (la 9^{ème} année)</i> • <i>l'imparfait (avoir/être)</i> • <i>les participes passés comme adjectifs</i> • <i>l'accord avec le pronom d'objet au passé composé</i> • <i>les adjectifs qui précèdent le nom</i> 	<ul style="list-style-type: none"> • Menu • Dialogue • Radio/TV ad • Unit test 	<ul style="list-style-type: none"> • 5 weeks
Unit 2 Souvenirs d'enfance	<ul style="list-style-type: none"> • <i>l'imparfait</i> • <i>l'imparfait ou le passé composé?</i> 	<ul style="list-style-type: none"> • Show and tell presentation • Album d'enfance • Unit test 	<ul style="list-style-type: none"> • 5 weeks
Unit 3 Paroles et images	<ul style="list-style-type: none"> • <i>le futur simple</i> • <i>le participe présent</i> 	<ul style="list-style-type: none"> • Comparison presentation • Ad campaign • Unit test 	<ul style="list-style-type: none"> • 5 weeks
Unit 4 Face aux défis	<ul style="list-style-type: none"> • <i>le conditionnel</i> • <i>les pronoms avec l'impératif</i> 	<ul style="list-style-type: none"> • Dialogue • Unit test 	<ul style="list-style-type: none"> • 3 weeks
Final Summative Evaluations	<ul style="list-style-type: none"> • all of the above 	<ul style="list-style-type: none"> • Oral Exam • Listening Exam • Written Exam 	<ul style="list-style-type: none"> • mid to late June

Assessment and Evaluation

Definitions

Diagnostic: This refers to assessment activities undertaken at the beginning of a block of learning to determine student's strengths and learning needs in order to plan, modify, and adjust instruction or to provide alternative learning opportunities. Diagnostic assessment data is not used in the determination of grades.

Formative: This refers to the ongoing assessment and/or evaluation during the learning process. It is used to monitor student performance and provide feedback in an effort to enhance and improve their performance on summative tasks. As well, recorded formative data may be tracked and monitored to support professional judgment in cases where the body of summative evidence provided by the student has been affected by illness, missed assignments, etc.

Summative: This refers to assessment and/or evaluation that occurs at the conclusion of a block of learning for the purposes of determining the grade. Summative assessment provides the foundation for teachers' professional judgment. These assessments are reported across the four categories of the achievement chart.

70% of the student's final grade is based on summative tasks completed throughout the term with attention given to most consistent and more recent achievement where applicable. **30%** of the student's final grade is based on the culminating task(s) and/or exam towards the end of the course.

The assessments will be distributed across four achievement chart categories using a variety of assessment methods:

Knowledge and Understanding	Thinking and Inquiry/Problem Solving	Communication	Application/Making Connections
Knowledge of facts and terms, understanding of concepts, principles and theories, understanding their relationships	Critical thinking skills	Communication of information and ideas, use of language and visuals, communicating to different audiences for different purposes	Making connections with the material to the outside world, application of ideas and skills to familiar contexts, transfer ideas and skills to new contexts.
25%	7%	17%	21%

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: Working Independently, Organization, Initiative, Work Habits & Homework, Teamwork. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Missed Assessments:

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

It is a very serious matter for a student to miss opportunities to demonstrate understanding through assessment. One of the consequences of missing an assessment is that the student may be assigned an Incomplete (I) for that task. If the student fails to provide a sufficient body of assessment evidence to the teacher, the entire credit may be Incomplete.

Deadlines

Some deadlines are negotiable, some are absolute. If the student does not complete or submit work on either an absolute or a negotiated deadline, that work will be considered incomplete. The student should seek assistance from the teacher when unable to complete the task due to insufficient knowledge or skill. **It is the responsibility of the student** to negotiate an alternate deadline **in advance** when he/she is unable to complete the task on time.

Plagiarism/Cheating:

Please refer to the section on Academic Honesty on pp. 30-31 in the student agenda.

FSF 2D0

I have read and do understand the evaluation policy for this course.

Printed Student Name and Signature:

Printed Parent/Guardian Name and Signature:

Date: _____