



TORONTO WORLD SCHOOL

Course Outline

Department: French

Course Developers: Simon Gallo

Course Development Date: June 2024

Course title/grade/course type: Core French, Grade 9, Open

Ministry Course Code: FSF10

Credit Value: 1

Credit Hours: 110 hours

Developed from: The Ontario Curriculum, 9-12 French as a Second Language - Core, Extended and Immersion, 2014

Course Reviser/ Date: Jennifer Faubert, March 2026

Prerequisite: None

COURSE DESCRIPTION

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

OVERALL CURRICULUM EXPECTATIONS

Throughout the course, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluations will reflect each student's most consistent level of achievement. The overall learning expectations for this course are encompassed in the following strands:

LISTENING

- 1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- 2. Listening to Interact:** Interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- 3. 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

- 1. Speaking to Understand:** Communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- 2. Speaking to Interact:** Participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- 3. 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

- 1. Reading Comprehension:** Determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;

2. **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;
3. **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

1. **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;
2. **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;
3. **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 sociolinguistics conventions in a variety of situations.

OUTLINE OF COURSE CONTENT

UNIT	UNIT DESCRIPTION	HOURS
U1: Moi, je suis	This unit focuses on developing students' skills to introduce and describe themselves in a basic form. Through a series of interactive and engaging lessons, students will learn how to apply the verb “Être” and the verb “Avoir” to describe their physical appearance and personality, members of their family or close friends, and also to describe things they own. Also, students will be able to express their interests, likes, and preferences. By the end of the unit, students will have gained a thorough understanding of how to use verbs and grammatical expressions to describe themselves and their social circle, both in an affirmative and/or negative way.	28
U2: Ma Vie Quotidienne	This unit focuses on developing students’ skills to talk about routines and daily life. In Unit 2, students will learn through dynamic activities of listening, writing, speaking and reading, how to express where they live, what activities they do often, and what is their daily life, using all kinds of verbs (regular, irregular and reflexive). They will also learn how to talk about the near future or what they are going to do. By the end of the unit, students will have hands-on experience and feel confident using verbs in present tense and “futur proche” to describe their daily life.	25.5

U3: Moi, Avant et Après	This unit focuses on developing students' skills to talk about the future and the past. In Unit 3, students will learn through dynamic activities of listening, writing, speaking and reading, how to express the future and how to express the past using time expressions and adverbs, proper grammar structures (irregular and regular verbs) and talking in affirmative and negative form, or making questions. They will also learn how to talk about the weather. By the end of the unit, students will have hands-on experience and feel confident using the "futur proche" and the "passé composé".	28
U4: The Ce Qui Est Arrivé et Ce Qui Est à Venir	In this unit, we will explore the "imparfait" to describe habits and trends of the past and the "futur simple" to make predictions and actions that might happen. We will examine how to talk about fashion and giving opinions, by learning vocabulary, expressions and verbs related. Through interactive discussions and activities of listening, writing, reading and speaking, we will learn how to compare the past with the present, and talk about probabilities in the future.	22.5
Final Culminating Evaluations	Final Exam Culminating Activity	6
Total Hours		110

TEACHING STRATEGIES

Strategies marked with "x" are used in the course.			
Direct Instruction	X	Teacher modeling	X
Class Activity	X	Text-based modeling	X
Worksheets/Surveys	X	Use of Computers/Internet	X
Individual or Group Research	X	Journaling	X
Conferencing Teacher & Student	X	Reflecting on Strategies	X
Teacher reading to class	X	Personal Response	X
Silent individual reading	X	Guided Reading	X
Class Activity	X	Brainstorming	X
Independent Work	X	Editing/Revision	X
Use of Video and Audio materials	X		

Strategies for Assessment and Evaluation of Student Performance:

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to begin applying their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), at the end of units and course, provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. The following is a list of specific assessment/evaluation strategies that the teacher may use but is not limited to.

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product	Student Product	Student Product
✓ Journal Entries	✓ Assignment	✓ Assignment
<ul style="list-style-type: none"> ✓ Learning Logs (anecdotal) ✓ Entrance tickets ✓ Exit tickets 	<ul style="list-style-type: none"> ✓ Journals/Letters/Emails (checklist) ✓ Pre-tests (scale/rubric) ✓ Quizzes (scale/rubric) ✓ Rough drafts (rubric) ✓ Portfolios (rubric) ✓ Posters (rubric/scale) ✓ Graphic organizers (scale) ✓ Peer feedback (anecdotal/checklist) ✓ Reports (rubric) ✓ Essays (rubric) ✓ Webbing/Mapping (rubric/scale) ✓ Entrance ticket ✓ Vocabulary notebooks (anecdotal) ✓ Visual Thinking Networks (rubric) 	<ul style="list-style-type: none"> ✓ Journals/Letters/Emails (checklist) ✓ Tests (scale/rubric) ✓ Exam ✓ Rough drafts (rubric) ✓ Portfolio (rubric) ✓ Posters (rubric/scale) ✓ Graphic organizers (scale) ✓ Reports (rubric) ✓ Essays (rubric) ✓ Visual Thinking Networks (rubric)

Observation ✓ Whole class discussions (anecdotal) ✓ Self-proofreading (checklist)	Observation ✓ Class discussions (anecdotal) ✓ Debate (rubric) ✓ PowerPoint presentations (rubric) ✓ Performance tasks (anecdotal/scale)	Observation ✓ Debate (rubric) ✓ PowerPoint presentations (rubric) ✓ Performance tasks (anecdotal/scale)
Conversation ✓ Student teacher conferences (checklist) ✓ Small Group Discussions (checklist) ✓ Pair work (checklist) ✓ Debate (rubric)	Conversation ✓ Student teacher conferences (checklist) ✓ Small group discussions (checklist) ✓ Pair work (anecdotal) ✓ Peer-feedback (anecdotal) ✓ Peer-editing (anecdotal) ✓ Oral pre-tests (scale/rubric) ✓ Oral quizzes (scale/rubric)	Conversation ✓ Student teacher conferences (checklist) ✓ Question and Answer Session (checklist) ✓ Oral tests (scale/rubric)

Online Activities (within LMS)	Offline Activities
Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams

The Final Grade: The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided on reports. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating culminating activities and a final written examination at the end of the semester.

Percentage of Final Mark		Categories of Mark Breakdown
7%		Unit 1: Test (Student Product)
4%		Unit 1: Presentation + Student/Teacher Conference (Observation/Conversation)
7%		Unit 2: Test (Student Product)
11%		Unit 2: Presentation (Observation)
10%		Unit 3: Test (Student Product)
12%		Unit 3: Student/Teacher Conference (Conversation)
10%		Unit 4: Test (Student Product)
9%		Unit 4: Student/Teacher Conference (Conversation)
15%		Final Culminating Assignment
15%	Final Evaluation	Final Examination

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage	Achievement	Summary Description
Grade Range	Level	
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.

70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

The final grade will include the following weighting

Knowledge/Understanding 25%	Thinking/Inquiry 25%	Communication 25%	Application 25%
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Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility				Organization	
<ul style="list-style-type: none"> ▪ Fulfils responsibilities and commitments within the learning environment. ▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines. ▪ Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> ▪ Devises and follows a plan and process for completing work and tasks. ▪ Establishes priorities and manages time to complete tasks and achieve goals. ▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work				Collaboration	
<ul style="list-style-type: none"> ▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals. ▪ Uses class time appropriately to complete tasks. ▪ Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> ▪ Accepts various roles and an equitable share of work in a group. ▪ Responds positively to the ideas, opinions, values, and traditions of others. ▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions. ▪ Works with others to resolve conflicts and build consensus to achieve group goals. ▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative				Self-Regulation	
<ul style="list-style-type: none"> ▪ Looks for and acts on new ideas and opportunities for learning. ▪ Demonstrates the capacity for innovation and a willingness to take risks. ▪ Demonstrates curiosity and interest in learning. ▪ Approaches new tasks with a positive attitude. ▪ Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> ▪ Sets own individual goals and monitors progress towards achieving them. ▪ Seeks clarification or assistance when needed. ▪ Assesses and reflects critically on own strengths, needs, and interests. ▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. ▪ Perseveres and makes an effort when responding to challenges. 		

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

Consideration of Program Planning

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when

the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible. Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a re-submission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

Resources

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12

- Online videos
 - *Youtube*
- Online Resources
 - *French Kwiziq*
 - *Lingua.com*
 - *French Pod 101*
- Built French Simulation Activities using Storyline 360
- The Ontario Curriculum, 9-12 French as a Second Language - Core, Extended and Immersion, 2014

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher