

APS (Amairah Private School)

COURSE OUTLINE

Department: French as a Second Language

Course Title & Type: Core French – Academic

Credit Value: 1.0

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Course Outline Developed: September 2025, by Ms Ivneet

Course Outline Revised: August 2026, by Ms Ivneet

Curriculum Policy Document <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-fsl/courses/fsf1d>
and Ontario Secondary School Diploma Requirements Documents in Growing Success, Chapter 5

Department head: Ms Ivneet Kalsi

Course Code: FSF1D

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. **APS offers this course online.**

Overall Expectations

A. Listening:

- determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences
- 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.

B. Speaking

- communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience
- participate in spoken interactions in French for a variety of purposes and with diverse audiences
- 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

C. Reading

- determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies
- 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
- 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

D. Writing

- 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
- 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
- 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

UNIT	Name of the Unit	Hours Allocated- - the synchronous components student participation in each unit including Observation, conversation, doubt clarification of the content posted in the online course with the enrolled students) – 3 to 5 hours Synchronous
Unit 1	Introduction and Grammar	21 hours
Unit 2	Je me présente	22 hours
Unit 3	La nourriture	21 hours
Unit 4	Allons au cinéma	21 hours
Unit 5	la francophonie	22 hours
Culminating and Written exam		3 hours
Total hours		110 hours

Teaching and Learning Strategies

Multiple instructional strategies will be used to address the needs of students. Teaching and learning strategies assist both teachers and students in achieving specific learning objectives. Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include poems, short stories, novels, non-fiction texts, plays, videos, and songs or other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions. Throughout the course, students develop into stronger readers, writers, and oral communicators while making connections to the workplace and international events.

Students are given opportunities to learn and be assessed before evaluations. Summative evaluation for this course is based on a final written exam. Moreover, the learning skills including Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation are critical for the achievement of the curriculum expectations and student success. Students are expected to attend every class, complete all homework and insure that assignments are completed and handed in on time. The approaches and strategies used in the classroom to help students meet the expectations of this curriculum will vary according to the objectives of the learning and the needs of the students. It is important for students to take every opportunity to learn the material covered prior to the evaluation.

Assessment and Evaluation and Reporting Strategies of Student Performance:

Our theory of assessment and evaluation follows the Ministry of Education's *Growing Success* document, and it is our firm belief that doing so is in the best interests of students. We seek to design assessment in such a way as to make it possible to gather and show evidence of learning in a variety of ways to gradually release responsibility to the students, and to give multiple and varied opportunities to reflect on learning and receive detailed feedback. *Growing Success* articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. APS assessments and evaluations,

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Students are expected to demonstrate **HONESTY** and integrity and submit assessments that are reflective of their own work. Students are expected to demonstrate **HONESTY** and use proper citations and referencing when completing assessments. Students are expected to demonstrate **RESPONSIBILITY** and submit all assessments by the established due date. Marks will be deducted for any kind of dishonesty or irresponsibility.

We at APS follow the three different ways of assessment mentioned in *Growing Success* – Assessment for learning, Assessment as learning and Assessment of learning. “**Assessment for learning** is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2). “**Assessment as learning** focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42). “**Assessment of learning** is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55).

Evaluation of final grade will be determined as follows:

Teachers will ensure that students’ learning is assessed and evaluated in a balanced manner with respect to these four categories:

- 1. Knowledge and Understanding:** Subject specific content acquired in each course, and the comprehension of its meaning and significance.
- 2. Thinking:** The use of critical and creative thinking skills and/or processes.
- 3. Communication:** The conveying of meaning through various forms.

4. Application: The use of knowledge and skills to make connections within and between various contexts.

Term Grades for Provincial Reports Throughout the Year: The midterm mark will be based on the evaluations that have been conducted to half point in the course. This mark will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed and the student's grades will most likely change when the student's entire work is evaluated by the end of the course.

Assessment and Evaluation Scheme

Assessment will be ongoing to inform the students of their performance and the opportunity for success. Four categories of the achievement chart are used to construct assessment/evaluation tasks and are balanced as follows:

K: Knowledge and Understanding	25%
I: Inquiry/Thinking	25%
C: Communication	25%
A: Application	25%

Beginning in the 2026-2027 school year, the students' final marks will be assessed as follows:

- 65% classroom work completed throughout the course (**Tests, Assignments, Observations and conversations**)
- 20% mandatory final evaluations, broken down as (**10 % Written Exam and 10% Culminating Task**)
- 15% attendance and participation

Assessment criteria for attendance and participation

Level 4 (80% to 100%)

The student **misses 0.0% to 2.5% of classes for unexcused absences** (approximately 2 or fewer classes per semester).

The student **consistently:**

- participates in class discussions and contributes ideas
- asks relevant questions
- respects the contributions of others and demonstrates positive leadership
- contributes to fostering a positive classroom culture

Level 3 (70% to 79%)

The student **misses 2.5% to 5 % of classes for unexcused absences** (approximately 2.5 to 4.5 classes per semester).

The student **generally**:

- participates in class discussions and contributes some ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 2 (60% to 69%)

The student **misses 5% to 7.5 % of classes for unexcused absences** (approximately 5 to 7 classes per semester).

The student **occasionally**:

- participates in class discussions and sometimes contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 1 (50% to 59%)

The student **misses 7.5% to 10% of classes for unexcused absences** (approximately 7.5 to 9 classes per semester).

The student **infrequently**:

- participates in class discussions and rarely contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Below level 1 (less than 50%)

The student **misses more than 10% of classes for unexcused absences** (more than 9 classes per semester).

The student **does not**:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

PLEASE NOTE: Students MUST complete their final evaluation if they are to successfully complete this course. If a student fails to submit or wholly complete the written exam the result may be an NR (no report).

RESOURCES

Online LMS material for online courses incorporated within the LMS lessons.

PROGRAM PLANNING

- Instructional strategies: The approaches and strategies teachers use will vary according to both the object of the learning and the needs of the students. The students would have opportunities to learn in a variety of ways – individually, cooperatively, independently, with teacher direction, through hands-on experiences using technology, and through examples followed by practice.
- Health and Safety Practices: Teachers ensure that students have the knowledge and skills needed for safe participation in any kind of science activities arranged for students including going outside.
- Modified Expectations from students: If a student requires modified expectations in the course, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement, levels outlined in this document. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box will be checked and the appropriate statement from the Guide to the Provincial Report Card, Grades 9–12, 1999 (page 8) will be inserted.
- Accommodations for IEPs: The accommodations required to facilitate the student's learning are identified by the teacher. Recommendations from a School Board generated Individual Education Plan (IEP) if available can also be consulted. Instruction based on principles of universal design and differentiated make it possible to meet the diverse needs of all learners like accommodations including adjusting or extending assessment deadlines, providing alternative forms of assignments, use of other assistive technologies, simplifying the language of instruction and more.
- English Language Learners: Teachers will find positive ways to incorporate this diversity of languages and cultural backgrounds of students into their instructional programs and into the classroom environment.
- Antidiscrimination Education: School has the responsibility to ensure that school–community interaction reflects the diversity in the local community and wider society. APS makes sure that learning activities include opportunities for all students to describe, study, or research equally.
- Career Education: Through English courses, students will develop a variety of important capabilities, including the ability to identify issues, conduct research, carry out experiments, solve problems, present results, and work on projects both independently and as a team that help students in planning their career.