

**JOHN F. ROSS C.V.I.  
UPPER GRAND DISTRICT SCHOOL BOARD  
COURSE OVERVIEW**

**DEPARTMENT HEAD:** C. Zongor  
**COURSE TITLE:** FRENCH IMMERSION GRADE 9 ACADEMIC  
**COURSE CODE:** FIF 1DF  
**CREDIT VALUE:** ONE  
**PREREQUISITE:** Elementary immersion French up to and including grade 8  
**SCHOOL YEAR:** 2016 – 2017  
**COURSE TEACHER(S):** A. Leroy, E. Walpole

**COURSE DESCRIPTION:** This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. (The Ontario Curriculum, Grades 9 and 10 French As a Second Language – Core, Extended, and Immersion French, 2014. p.258)

**ENDURING UNDERSTANDINGS:** All students taking a language course will work on the same enduring understandings throughout their studies. As students progress through the course of study, they will have a deeper understanding of these overall key concepts. All students must know, understand and be able to demonstrate the following enduring understandings by the completion of the course.

Using the present, past, and future tenses and a variety of **fundamental** grammatical structures and theme-specific vocabulary, students can.....

- communicate to interact
- read a variety of texts
- make oral presentations on a variety of topics
- express my ideas and opinions in writing
- respond to a variety of spoken texts and media works
- listen to, understand and interpret a variety of spoken texts and media works

Students will possess a **developing** skill set that allows them to evaluate information and express ideas to communicate in authentic situations.

- Students can use their information-gathering (research) skills and apply them to other situations.
- Students can use their foreign language skills and apply them to other situations.
- Students can make connections between languages.

Students will have a **new-found** awareness of Francophone people, places and events.

- Students can appreciate and respect cultural differences of the language they are studying.
- Students can identify the benefits of speaking more than one language.

**RESOURCES:**

In addition to the books listed below, teachers will draw on various various media sources to provide an enriched language learning process.

Textbook:	<i>Express 3</i>	Replacement cost: \$60 if lost
Cahier:	<i>Express 3</i>	<b>Strongly recommended (cahier d'exercices) \$14.00</b>
Readers:	<i>Préludes</i>	Replacement cost: \$50 if lost
	<i>Jeanne, fille du Roy</i>	Replacement cost: \$30 if lost
	<i>Max</i>	Replacement cost: \$25 if lost

**It is also strongly recommended that the student have a French-English dictionary.**

Note: Videos, other visual materials, newspaper articles, etc., as selected by the teacher. The student is also responsible for choosing and reading a novel independently.

Are you making use of these sites to help you complete your work in the course?

**wordreference.com    linguee.com    bonpatron.com    antidote**

## UNITS OF STUDY:

1. Voir du pays
2. Les coutumes et traditions du monde francophone
3. Être, ne pas paraître
4. Inspiration
5. Coup de Coeur

**LITERACY:** in grade nine and ten classes, special consideration is given to instructing the students on how to use reading, writing and communication strategies to improve their skills and literacy level in French and consequently in English. Some of the activities may include: dialogues, summary of stories to be told both orally and in written form, sharing of opinions, predictions, reading of graph/surveys, compositions

- **Reading strategies:** previewing a text, using context to find meaning, sorting of ideas using an organizer, reading/giving directions.
- **Writing strategies:** using templates, vocabulary to prepare a poster, example of a letter, write a letter, newspaper article, headlines.
- **Communication strategies:** pair/group students to discuss ideas and opinions which will be shared with the class. Presentation of dialogues created by the students. Presentation on a subject of interest to the student which relates to the French culture, using visuals and proper organization and language structures.

## ASSESSMENT AND EVALUATION:

### How will you be Assessed and Evaluated?

- Assessment and evaluations are your opportunity to provide evidence of your learning.
- You will be assessed and evaluated on your level of achievement of the Ministry expectations under the categories of Knowledge and Understanding, Thinking, Application and Communication.

Listening 25%

Speaking 25% (includes 10% use of French in class)

Reading 25%

Writing 25%

- Learning Skills will also be recorded and reported as part of the Ontario Provincial Report Card under the areas of Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.
- Formative assessment of student performance strengths, weaknesses and areas for improvement is based on many in-class activities which are not marked, only reviewed. Formal evaluation of student skills and achievement will encompass a wide range of strategies: paper and pencil tests, performance tasks and personal communications. Students will be encouraged to reflect on their learning and set goals for improvement.

## REQUIRED TASKS AND ASSESSMENTS:

### Term Work = 70% of the final grade:

- Assessments of the 4 skills (listening, speaking, reading and writing) which may include, but not be limited to the following: dialogues, skits, debates, seminars, pen and pencil tests, oral presentations, journal writing, comprehension tests, projects, comparison and evaluation of media texts

### Culminating Tasks = 30% of the final grade:

**\*30%\*** of the student's grade will be based on a **FINAL EVALUATION** in the form of:

- **10% Oral assessments-** Students will be assessed on an ongoing basis throughout the semester (using the principle of most recent and most consistent).
- **20% final exam-** Language structures, reading comprehension, listening, and writing  
**June 21 – June 26, 2017** (as per class period)

**PLEASE DO NOT SCHEDULE ANY APPOINTMENTS OR VACATIONS DURING THESE DATES. Absence on any of the final evaluation days, including the presentation, requires a medical certificate or a mark of zero (0) will be assigned. This includes the oral presentation, the written assignment completed in class, the listening comprehension exam and the final exam.**

## Achievement Categories

You will be expected to demonstrate your achievement of learning through your knowledge, thinking, communication and application of the learning.

### Knowledge (“What” questions)

- knowledge language forms and conventions
- understanding of content

### Thinking (“Why” questions)

- critical and creative thinking skills (degree of effectiveness)
- inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)

### Communication (Products / Performances)

- communication of information and ideas (clarity and confidence)
- use of language (accuracy and effectiveness)
- communication for different audiences and purposes, using various forms (sense of audience and purpose, appropriateness of forms)

### Application (“How” questions)

- application of knowledge and skills in familiar contexts (degree of effectiveness)
- use of language in new contexts (degree of ability and confidence)
- making connections (e.g., between the personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school) (degree of effectiveness)

Your skills as a learner and your work habits will be assessed:

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

## STUDENT RESPONSIBILITIES:

### LANGUAGE OF COMMUNICATION:

We would like to reinforce the fact that it is crucial for students to regularly practice speaking and writing in French in order to achieve a level of bilingualism. As stated by the Ministry of Education, “French must be the language of communication in class, so students can practice speaking in French and consistently hear French spoken.” (The Ontario Curriculum)

In order to improve overall level of communication, **ALL** French Immersion courses will adhere to the following criteria:

**10% of the term mark** will be for the use of French in the classroom at all times (communication with the teacher, in class discussions, with classmates in group work settings, with classmates in informal settings) with the exception of extenuating circumstances, such as medical or situational emergencies.

Attendance	Regular and punctual attendance is essential for the successful completion of each course. If you are absent for any classes, you are responsible for obtaining the notes and work missed. For more information of consequences for non-attendance, refer to the Student Handbook or school website.
Academic Honesty	John F. Ross requires academic honesty from all students. Academic dishonesty, including plagiarism, <b>use of translation sites</b> and cheating on test or exams, will result in a zero for the evaluation. Refer to the Student Handbook for the complete policy.
Tests, In-class work and Assignments will constitute 70% of the final grade	<p>If a student is to be absent for a test or presentation, a parent or guardian must advise the teacher before the test, or on the day of the test by a phone call to the school. If a student is absent because of a school-sponsored activity, she/he may write the test at a pre-arranged time that is convenient for the teacher. In extenuating circumstances, the make-up policy may be waived if, in the teacher's opinion, it is justifiable. If a test or an assignment is missed for any reason, the teacher may opt to give an alternative form of evaluation for that unit.</p> <p>Late assignments may be subjected to a late penalty of up to 10%. Students are expected to submit late assignments in a timely fashion, or they may be only accepted as a completion.</p> <p>Students will be told in advance when assignments are due. It is the student's responsibility to plan, prepare, complete and submit the assignment by the due date. If extra help is required, students may make these arrangements with their teacher prior to the due date.</p>
Final 30%	It is your responsibility to attempt all final evaluations. Any parts not attempted will be given a mark of "zero". Family trips and employment are not acceptable reasons for missing culminating activities or examinations. A doctor's note will be required to allow a student to complete a missed culminating activity or examination. Refer to the Student Handbook for the complete policy.

**Upper Grand District School Board Expectations:**

This course incorporates, as appropriate, considerations for program planning that align with ministry and board policy and initiatives (e.g., planning related to students with special education needs, English language learners, environmental education, equity and inclusive education, financial literacy education, the Ontario First Nation, Métis, and Inuit education policy framework, the role of information and communications technology, health and safety, etc.).

Additional information for this course is available on our school website at <http://www.ugdsb.on.ca/jfr/> , under department websites and course websites.

**\*ALL cellphones and electronic devices must be off or on silent mode at all times when students are in class and put away so as not to be visible to or useable by students or teachers. If a student is found to be using a cell phone during class time, checking messages, texting or receiving texts, the classroom teacher will request that the phone be surrendered to the teacher. The teacher will either return the phone at the end of class with a warning or deliver the cell phone to the appropriate Vice-Principal.**

**HOW TO SUCCEED IN A LANGUAGE CLASS:**

- Keep an open mind.
- Keep trying.
- Do not fear making mistakes.
- Attendance: Students who attend classes regularly will have a greater degree of success.
- Come to class prepared to participate in the learning process.
- Ask for help and further explanations when needed.
- Make your studies your number one priority. SET MANAGEABLE, ACHIEVABLE AND REALISTIC GOALS!
- Complete all dialogues/performance tasks and other summative evaluations on time. It is up to the student to ensure that extra-curricular activities and part-time jobs do not interfere with his/her ability to attend classes, complete assignments and prepare for tests.

If you have any questions, please call me @ 519 822 7090 ext: \_\_\_\_\_ I will return your call as soon as possible.  
 My email address: \_\_\_\_\_@ugdsb.on.ca

**This course overview should be kept in the student's notebook.**

**PLEASE SIGN AND RETURN THIS PAGE TO YOUR FRENCH TEACHER.**

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Thank you for having taken the time to read the information in this course overview for FIF 1DF.

**PARENT/GUARDIAN/STUDENT SIGNATURE:**

**Students are responsible for the replacement cost of any damaged or lost materials, borrowed from the library.**

My signature below indicates that I have read and understood the expectations and policies as outlined in this course overview.

**Course Code: FIF 1DF**

**Teacher (Check Applicable):**

- A. Leroy**                      **Period 2**
- E. Walpole**                    **Period 4**

Name of student: (print) \_\_\_\_\_

Student signature: \_\_\_\_\_

Name of Parent/Guardian (print): \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_