

**St. Clair Catholic District School Board**

**STUDENT INFORMATION / OUTLINE OF COURSE OF STUDY**

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School: **Ursuline College**  
Department: **French Immersion**  
Ministry Document: ***The Ontario Curriculum Grades 9 and 10, French as a Second Language, Core, Extended and Immersion 1999***  
Course Title: **French Immersion**  
Course Type: **Academic 10**  
Course Code: **FIF 10E**  
Credit: **One full 110 hours**  
Prerequisite: **Grade 9, Academic**  
Teacher: **J. Gagner**

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**Course Description**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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**Aims**

The aims of the grade 10 Academic French Immersion course are:

- to increase students' knowledge and understanding of the French language
  - to further develop students' communication skills in French
  - to deepen students' understanding and appreciation of francophone culture
  - to assist them to analyze and appreciate what they read
  - to assist them to express their ideas clearly, both orally and in written form
  - to assist them develop and apply critical thinking skills in discussions and interpretation
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**How this course supports the Ontario Catholic Graduate Expectations**

Through the use of the Catholic course profile as well as additional resources (I.C.E. documents) The Ontario Catholic Grade Expectations will be addressed

**How this course supports the competencies of Choices Into Action:**

Career exploration activities through classroom experience (page 19, Choices Into Action)

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**1. Overall Expectations for student learning**

Through the course, students will be expected to demonstrate knowledge, skills and values related tot he following strands:

### **Strand: Oral Communication**

- listen and respond to a broad range of spoken texts and media works intended for a French-speaking audience
- explain ideas and opinions in small-group discussions, impromptu exchanges, large-group presentations, and formal debates
- understand extended dialogues and other spoken texts from various European French-speaking regions
- use appropriate language conventions during oral communication activities

### **Strand: Reading**

- read and demonstrate an understanding of a variety of materials intended for a French-speaking audience
- interpret authentic texts written on diverse topics
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Europe
- identify and understand language conventions used in their reading materials

### **Stand: Writing**

- write clearly, coherently, and persuasively on diverse topics, choosing a form appropriate to the context
- write in a variety of forms, adjusting their style and register to suit the purpose and the audience
- use correct grammar and appropriate language conventions in their written work

## **2. Expectations re: Learning Skills**

It is expected that students will also demonstrate the following:

- independent working ability
- team work ability
- organizational skills on daily basis (keeping notebooks, etc)
- strong work habits during class time
- listening attentively and responding to questions
- taking part in class discussions and seminar presentations
- completing homework and assignments on time
- willingness to ask for help when needed
- initiative in all areas of the course
- attendance and punctuality

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-good, S-satisfactory, N-needs improvement) and will be separated from the reporting of achievement.

## **3. Supports for higher learning**

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

## **4. Teaching/Learning Strategies:**

Instructions in this course will include but not be limited to the following:

- group work
- pairs activities
- whole class activities
- presentations: oral and written
- videos
- instructions, explanations of language structures and grammar points
- listening activities
- reading

## 5. Assessment and Evaluation of Student Learning

Student achievement of learning expectations will be evaluated according to the following breakdowns:

Categories of Knowledge, Skills and Values	Term Evaluation	Exam Evaluation
Knowledge / Understanding	25	25
Thinking / Inquiry	25	25
Communication	25	25
Application / Making Connections	25	25
<b>Breakdown of Final Mark</b>	<b>60 %</b>	
<b>Français Oral</b>	<b>10 %</b>	<b>30 %</b>

## 6. Learning resources

- **Novel:** Rendez-vous ailleurs
- **Play:** Zone
- **Dictionaries:**

*French  
French-English  
Synonyme et antonyme  
Bescherelle*

**It is strongly recommended that students have their own dictionaries at home, as dictionaries cannot leave the classroom**

## 7. School, Department and Classroom Policies

The following specific policies apply to this course in addition and support of the overall school policies found in your student handbook:

### **Behaviour:**

1. Come prepared for class with all materials needed.
2. Take care of washroom duties before you get to class if at all possible.
3. Respect the right of others to learn. Only one person talks at a time.
4. Be Polite! Take responsibility for your actions.
5. Maturity and common sense are expected in this classroom.
6. Maintain a POSITIVE outlook.
7. Use your daily planner on a daily basis for tests, assignments, etc.
8. **No personal communication devices are allowed. This includes CD/MP3 players and cell phones.**

- Attendance:** To be successful you must attend class. After 5 absences you will be interviewed by your teacher as to the reasons for your absences and what will be done about it.
- Missed tests** Within 3 days of missing a test, you will make arrangements with your teacher as to when you will write the missed test, on **your time**.
- Make-up grammar tests** For the grammar unit ***ONLY***, you may re-write tests and quizzes for a better mark. This is done on your own time and within 2 weeks of the test or quiz in question.
- Missed Assignments:** Students who do not hand in work on the assigned due date will receive a **Completion Contract** where they will consult with their teacher to arrange a mutually agreed upon time for handing in missing work. No assignments will be accepted after the agreed date or “window of opportunity”. A copy of the completion contract is attached.