

St. Clair Catholic District School Board

STUDENT INFORMATION SHEET / OUTLINE OF COURSE OF STUDY

School:	Ursuline College
Department:	French Immersion
Ministry Document:	<i>The Ontario Curriculum Grades 9 and 10, French as a Second Language, Core, Extended and Immersion 1999</i>
Course Title:	French Immersion
Course Type:	Academic 9
Course Code:	FIF 1D0
Credit:	ONe full 110 hours

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 North American francophone literature and culture. Students will participate in oral communication, reading and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays and newspaper and magazine articles.

Aims

The aims of the grade 9 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 around the world
 - 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)

1. Overall Expectations for student learning

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

Strand: Oral Communication

- listen and respond to a broad range of spoken texts and media works intended for a French-speaking audience
- discuss ideas and opinions relating to topics being studied

- understand simple statements spoken in the accent or the idioms of various French-speaking regions in North America
- use appropriate language conventions during oral communication activities

Strand: Reading

- read a variety of materials intended for a French-speaking audience
- gather information for different purposes from a variety of sources and apply it in other contexts
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in North America
- identify and understand language conventions used in their reading materials

Stand: Writing

- communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context
- write in a variety of forms, adjusting the language to suit the audience
- identify and use 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	30	30
Thinking / Inquiry	20	20
Communication	30	30
Application / Making Connections	20	20
Breakdown of Final Mark	70 %	30 %

6. Learning resources

- **Novel:** La vengeance de l'original
 - **Play:** Par osmose
 - **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/tape players, pagers 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”.