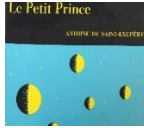
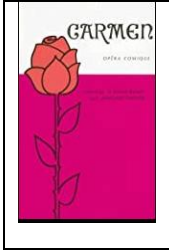




**Course Code: FIF3U (credit value 1.0)**

**Course Name: Grade 11 Immersion, University Preparation/IB**

<p><b>Literature/Resources</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Le petit Prince</b> Antoine De Saint-Exupéry</p> </div> <div style="text-align: center;">  <p><b>Carmen</b> Opéral Comique</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Prerequisite: French immersion, Grade 10 , Academic</b></p> </div>	<p><b>Course Description:</b></p> <p>This course provides opportunities for students to communicate about concrete and abstract topics in various situations. The students will refine their skills in:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> <p>Through a variety of real life contexts, using their creativity and their critical skills, they will broaden their understanding and appreciation of diverse French-speaking communities and become lifelong language learning.</p>
<p><b>Overall Course Expectations</b></p> <ul style="list-style-type: none"> <li>• Listening to interact and to understand a variety of authentic and adapted oral French texts;</li> <li>• Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience;</li> <li>• Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms;</li> <li>• Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy)</li> <li>• Applying appropriate language conventions</li> <li>• Intercultural Understanding</li> </ul>	
<p><b>Learning Resources:</b>  <a href="#">Growing Success Document</a>   <a href="#">French Curriculum</a></p>	<p><b>Assessment – For, As &amp; Of Learning : See page 31 of Growing Success for a more detailed description of Assessment</b></p>



### Program Overview

<p><b>Use of language:</b></p>	<ul style="list-style-type: none"> <li>• Give and justify opinions</li> <li>• Solve problems of daily life</li> <li>• Ask for precision and clarification</li> <li>• Understand informative, factual messages and technical information</li> <li>• Describe places, people and event with pertinent details</li> <li>• Interpret information; stories</li> <li>• Follow directions</li> <li>• Express feelings, personal taste (positive-negative)</li> <li>• Identify events in a time sequence</li> <li>• Propose and analyze points of views related to various topics</li> <li>• Summarize a story</li> <li>• Give advice</li> <li>• Debates</li> <li>• Paraphrase</li> <li>• Take part in a conversation with spontaneity</li> <li>• To express disagreement</li> <li>• Write a letter of opinion/ complaint/thanks</li> <li>• Explain reasons for or against a given opinion</li> </ul>
<p><b>Authentic Resources:</b></p>	<p><b>Inspired from authentic resources such as :</b>        TV news, documentaries, articles from different sources, movies, conferences, recording of native speakers, personal and administrative letters, and various type of texts.</p>
<p><b>Langage Conventions</b></p>	<p>Le plus-que-parfait/passé composé/imparfait, la concordance des temps, les articulations du discours (opposition/concession/raison/motif/conclusion/conséquence/logique/ Transition/objection/condition/hypothèse), les pronoms relatifs (qui/que/dont/où/lequel), les subjonctif verbes a 1 radical, 2 radicaux, irréguliers, le subjonctif après les expressions...impersonnelles/de doute/d'opinion/de défense/de souhaits/de sentiments/d'émotions/de volonté, le subjonctif après certaines conjonctions (pour que/sans que, etc. Le subjonctif avec les verbes de pensée, de déclaration de doute, le subjonctif versus indicatif versus infinitif, la négation (ne...plus/ne...nulle part/ni...ne...ne/ne...pas encore/ne...aucun/ne...jamais/ne...plus), la forme passive et comment l'éviter avec le pronom/on, l'infinitif présent/passé, faire causatif/faire + l'infinitif/laisser + infinitif.</p>



**Assessments:**

The following table provides a summary description of achievement levels and the corresponding percentage grade:

Categories:

**Knowledge and Understanding, Thinking, Communication, Application**

Percentage	Achievement	Summary Description
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

**Excellent: E Good: G Satisfactory: S Needs improvement: N**

**Strands of study:**

**70%** of the final based on the student’s most consistent level throughout the course:

- Listening: 25%
- Speaking: 25%
- Reading: 25%
- Writing: 25%

**30%** based on the final examination will also include the 4 strands:

- Listening
- Speaking
- Reading
- Writing

**Support for Higher Learning**

When 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 outlines in an Individual Education Plan (IEP) and will be communicated to parents.