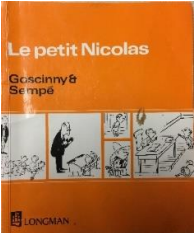




Course Code: F1F1D (credit value 1.0)

Course Name: French Immersion Grade 9/IB

<p>Literature/Resources</p>  <div data-bbox="383 485 690 646" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">Le petit Nicolas Goscinnny & Sempé</p> </div> <div data-bbox="107 716 699 814" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Prerequisite: Minimum of 3800 hours of French instructions, or equivalent</p> </div>	<p>Course Description:</p> <p>This course provides opportunities for students to speak and interact in French independently in a variety of real-life et personally relevant contexts. The students will communicates in French with confidence and will continue to develop their skills in:</p> <ul style="list-style-type: none"> • Listening; • Speaking • Reading; • Writing <p>Through a variety of real life contexts, using their creativity and their critical skills, they will increase their understanding and appreciation of diverse French-speaking communities and become lifelong language learning.</p>
<p>Overall Course Expectations</p> <ul style="list-style-type: none"> • Listening to interact and to understand a variety of authentic and adapted oral French texts; • Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience; • Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms; • Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy) • Applying appropriate language conventions • Intercultural Understanding 	
<p>Learning Resources: Growing Success Document French Curriculum</p>	<p>Assessment – For, As & Of Learning: See page 31 of Growing Success for a more detailed description of Assessment</p>



Program Overview

Use of language:	<ul style="list-style-type: none">• Give and justify opinions• Solve problems of daily life• Ask for precision and clarification• Understand informative, factual messages and technical information• Describe places, people and event with pertinent details• Interpret information; stories• Follow directions• Express feelings, personal taste (positive-negative)• Identify events in a time sequence• Propose and analyze points of views related to various topics• Summarize a story• Give advice
Authentic Resources:	Inspired from authentic resources such as : TV news, documentaries, articles from different sources, movies, conferences, recording of native speakers, personal and administrative letters, and various type of texts.
Langage Conventions	Le présent de l'indicatif, les verbes pronominaux réfléchis et réciproques, l'impératif, les semi-auxiliaires, le passé composé et l'accord du participe passé avec être et avoir, l'imparfait, l'imparfait/le passé composé, les adjectifs indéfinis (tout, toute, tous, toutes), la négation (ne...pas, ne...jamais, ne...rien, ne...personnel), les pronoms COD/COI, le/la/les/lui/leur, les pronoms y et en, les doubles pronoms, le futur simple (les phrases hypothétiques ex. si + présent/futur) le futur avec quand/lorsque/dès que/tant que/aussitôt que, les adverbes de manière, le comparatif et le superlatif des adjectifs et avec les noms, les verbes savoir et connaître.



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



Assessment and Evaluation Strategies:

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of students learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- Teacher observation
- Oral presentation, interviews
- Essays, reports, letters, journals, creative writing
- Media works
- Quizzes, tests, examinations
- Critiques, reviews
- Self-assessment, peer assessment
- Check lists, rubrics
- Questions and answers
- Performance tasks, dramatic presentations

Strands of Study

70% of final grade will be based on assessments, assignments, and evaluation conducted 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 outlined in an Individual Education Plan (IEP) and will be communicated to parents.