

Malvern Collegiate Institute

<https://schoolweb.tdsb.on.ca/malvern-ci>

Moderns/Extended & Immersion French



FIF1D - French Immersion, Grade 9, Academic

Teacher: Mme Kuang

Course prerequisite: Minimum of 3800 hours of instruction in French, or equivalent

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 to 12; French as a Second Language: Core French, Extended French, French Immersion, 2014)

Resources:

- *Shuni*, Naomi Fontaine (roman)
- *Rosie* (film réalisé par Gail Maurice)
- *Bescherelle or 500 French verbs*
- French-English dictionary

Assessment, Evaluation and Reporting:

Assessment and Evaluation strategies will be based on the Ontario Ministry of Education document, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010. Assessment is a continuous process of gathering information about student learning and performance, using a variety of sources over time. Evaluation is the process of judging the quality of student work on the basis of established criteria, and the assigning of a value to represent that quality. The primary purpose of assessment is to improve learning. Assessment

will be ongoing and varied. Some assessments will be used to determine initial understanding which will not necessarily be marked, while others may well be.

The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when their entire work is evaluated at the end of the course.

To promote student success, ongoing formative assessment and feedback will be given to students. As required by the Ministry of Education, students will be assessed in the four areas of the achievement chart on a continuous basis by means of a grid that reflects the Achievement Levels (1 - 4). The chart below provides percentages for each category. A variety of assessment tools such as oral/aural (listening) grammar/writing and reading tests, projects, discussions and presentations will be used to evaluate students' mastery of these areas. All evaluations are expected on the due date.

Weighting of Strands	Listening	Speaking	Reading	Writing
	25%	25%	25%	25%
Course Work 70%	<ul style="list-style-type: none">• Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.• ALL assignments submitted electronically must be started, finished and submitted in a Google Format (Docs, Slides)			
Culminating Activities 30%	<ul style="list-style-type: none">• Culminating activities will take place near the end of the course and the dates will be confirmed by the teacher in class.• ALL students must take part in the summative activities			

Learning Skills

Learning Skills and Work Habits (Responsibility, Independent Work, Collaboration, Organization, Initiative, Self Regulation) will be assessed throughout the course and they are evaluated and reported separately. Each Learning Skill is reported using E, G, S or N (Excellent, Good, Satisfactory, or Needs Improvement). Even though Learning Skills and Work Habits are not part of the final grade, they are critical to achieving success in this course.

Academic Honesty and Expectations

Students are expected to be academically honest by submitting their own original work. The marks they receive are intended to reflect their own academic achievement. Cheating and plagiarism will not be condoned. In second language courses the use of translation software, such as Google Translate and ChatGPT, is considered cheating.

Students are expected to attend all classes. For missed assignment tasks such as tests, presentations or projects, a note from a medical doctor is required the day of return to class. Once the note has been provided, the student will be expected to do the missed assessment or at the earliest convenience to the teacher. Where no note is received, the absence is considered to be a skip and the mark given will be zero. All homework assignments are to be presented the day it is due.

Course Overall Expectations:

LISTENING

- A1. **Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- A2. **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. **Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPEAKING

- B1. **Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- B2. **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. **Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

READING

- C1. **Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
- C2. **Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
- C3. **Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

WRITING

- D1. **Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- D2. **The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. **Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Course Content:

Unit #	Unit Title + Language Structures
1	Les actualités Les figures de style et la rhétorique <ul style="list-style-type: none">● Révision du présent, du passé composé, de l'imparfait et du futur simple● Le plus-que-parfait
2	Le fantastique québécois <ul style="list-style-type: none">● Le conditionnel● La concordance du temps● Le passé composé, l'imparfait, le plus-que-parfait
3	Étude d'un roman: <i>Shuni</i> <ul style="list-style-type: none">● Les pronoms COD/COI
4	Étude d'un film: <i>Rosie</i> <ul style="list-style-type: none">● Le subjonctif

Communication:

Consultation

- Students are strongly encouraged to seek consultation on an on-going basis
- Parents/Guardians may contact the teacher at any time to discuss the work and progress of a student (parents/guardians can reach the Extended/Immersion Department directly by calling 416 393-1480, ext. 20036)

Help

- Extra help can be arranged by contacting the subject teacher
- The teacher can also be e-mailed: amy.kuang@tdsb.on.ca