**RICHVIEW COLLEGIATE INSTITUTE**

2016/2017

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| **Course Name:** French Immersion, Grade 9 | **Course Code:** FIF1D |
| **Pre-requisite:** Minimum of 3800 hours of French instruction, or equivalent | **Course Destination:** Academic |
| **School:** Richview Collegiate Institute | **Department:** Modern Languages |
| **Phone#:** (416) 394-7980 ext. 20130 | **CL/ACL:** O. Bourgeois |

**Ministry of Education 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 – French as a Second Language – Grades 9 to12, Revised 2014, pg 258

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| **Ministry of Education Overall Expectations** | |
| **Strand** | ***By the end of*** FIF 1D***, students will......*** |
| **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 |

**FIF1D Course Materials**

**Course Materials:** *Ne Faites pas mal à l’avenir* (Roch Carrier), *Oscar et la dame Rose* (Éric-Emmanuel Schmitt)

*Zone* (Marcel Dubé)

**Replacement Cost** (for used, lost or damaged materials)**:** $15 per novel

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| **Literature / Resources** | |
| **Unit 1** | **Short Stories and reading strategies:** *Ne Faites pas mal a l’avenir* byRoch Carrier |
| **Unit 2** | **Novel study:** *Oscar a la dame Rose* by Éric-Emmanuel Schmitt |
| **Unit 3** | **Non-fiction and media analysis:** A variety of non-fiction texts |
| **Unit 4** | **Play:** *Zone* by Marcel Dubé |
| **Unit 5** | **Film Unit/Summative:** Extra |

**Grammar, including a review of major language structures studied throughout the French Immersion program, will be embedded throughout the studied units and resources, according to the needs of the students.**

**Assessment and Evaluation Strategies**

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student 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 presentations, 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

**Assessment – For, As & Of Learning:** See page 31 of Growing Success for a more detailed description of Assessment

**Achievement Categories/Strands**

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| --- | --- |
| Listening | 25% |
| Speaking | 25% |
| Reading | 25% |
| Writing | 25% |

**Calculation of Final Mark**

Term Evaluation: 70 % Summative Evaluation: 30 %

The weighting of evaluation is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks.

***Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self- Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).***