

**Riverdale Collegiate Institute – Toronto District School Board
EVALUATION POLICY and COURSE OUTLINE 2012**

**Riverdale Collegiate Institute
FSF1P**

Core French, Grade 9 Applied

Curriculum Policy Document: The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 1999

Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), 2011, located at at <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl910curr.pdf>

1. Course Details

- Program Area: French
- Curriculum Leader: G. Chin
- Course title: FSF1P. Credit Value 1
- Prerequisites(s) and co-requisite(s): none
- Textbook(s) and resource materials that are essential to the course: L'Express

2. Overall Goals:

Course Description: This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Overall Expectations

Oral Communication

By the end of this course, students will:

- listen and respond to short, structured spoken texts;
- listen and respond to a variety of short, simple, non-structured media works;
- express ideas and opinions in short conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Reading

By the end of this course, students will:

- read and demonstrate an understanding of a variety of simple texts;
- read a range of simple texts to gather information and to expand their knowledge of the French language;
- identify and understand language conventions used in their reading materials.

Writing

By the end of this course, students will:

- express ideas and opinions in short written texts;
- create short, simple written texts in structured and open-ended situations;
- identify and use appropriate language conventions in their written work.

Units/Topics	Timing
Unit 1: Review Vocabulaire: school and the classroom; family; the days of the week and the months of the year; and the weather Numéros and time Useful expressions Halloween and Thanksgiving Parts of speech Les pronoms personnels Le présent : les verbes réguliers et les verbes irréguliers (avoir et être)	Approx. 5 weeks
Unit 2: 1,2,3 Partez! Reading: Paris, me voici! Vocabulaire: clothing and food Paris: Tourist sites Le futur simple Le comparatif and le superlatif : bon et bien	Approx. 4 weeks
Unit 3: Dans la zone Reading: M. Paquette, on vous cherche! Vocabulaire: computers; apparence and personnalité Writing: Profil Personnel Les adjectifs réguliers Les mots interrogatifs	Approx. 4 weeks
Unit 4 : Pourquoi Moi? Reading : Les ados... Vocabulaire: apparence and personnalité Les adjectifs réguliers et irréguliers Les verbes réfléchis	Approx. 4 weeks
Unit 5 : Mosaïque canadienne Reading : Coutumes et traditions Vocabulaire : Canada Le passé composé avec « avoir »	Approx. 4-5 weeks
Culminating Activities &/Or Final Exam Preparation Time Capsule and Oral test	Approx. 4-5 weeks

EVALUATION PLAN

As required by the Ministry of Education and Training, each student is evaluated according to the four achievement categories: Knowledge/Understanding, Thinking & Investigation, Communication and Application

All achievement categories represented	Reading	Writing	Oral Communication
TERM (70%)	30	30	40
FINAL EVALUATION (30%)	This evaluation is cumulative, containing material from all units and will evaluate all 3 achievement categories.		

70% Term Work

Students must demonstrate achievement of all the overall expectations of the course.

Unit	Task	Achievement Category Focus	Date Due
1. Review	Reading Comprehension Activities	reading & writing	
	Oral Présentation: The Weather	oral	
	Tests: regular verbs, numbers, and the weather	reading & writing	
2. 1,2,3 Partez!	Reading Comprehension Activities	reading & writing	
	Oral Présentations: Les Vêtements, Sites Touristiques and/or Cimetière Père Lachaise ; and La Nourriture	reading writing & oral	
	Tests: Le future simple; and le comparatif et le superlatif : bon et bien	reading & writing	
3. Dans la zone	Reading Comprehension Activities	reading & writing	
	Oral présentation: Le corps humain	oral	
	Writing: Profil personnel	writing	
	Test: Les adjectifs	reading & writing	
4. Pourquoi moi	Reading Compréhension Activités	reading & writing	
	Oral présentation: La journée typique	oral	
	Tests: Les adjectifs réguliers et irréguliers; and les verbes réfléchis (if time allows)	reading & writing	
5. Mosaïque Canadienne	Reading Comprehension Activities	reading & writing	
	La Musique	oral	
	Test: Le passé composé avec « avoir »	reading & writing	
6. Culminating Activity	Placard, passeport, and calendrier	reading & writing	
	Interview with teacher	oral	

In addition to the evaluations listed above, individual teachers may include other evaluations.

REPORTING

Four Reports Cards will be issued during the year. All reports will give a numeric grade to each student calculated as indicated above. All reports are cumulative. The November, February and April report cards are snapshots of all course work until that point in time. They will be based on the most consistent level of achievement to that point in time.

LEARNING SKILLS

Learning skills are critical for achievement of the curriculum expectations. On each report card there are 6 learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report on the six Learning Skills using the following: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning skills are not used to determine a student's grade in the course.

TEACHING /ASSESSMENT AND EVALUATION STRATEGIES

A range of teaching, assessment and evaluation strategies will be used to address the needs of students' learning styles and allow students a variety of methods to demonstrate their achievement of the expectations.

Teaching Strategies

To facilitate the learning of the various concepts, a variety of teaching strategies will be used and might include:

Activity Based Strategies

examples: practical laboratory work, oral presentations, field trip, simulations, activity centres)

Cooperative Learning Strategies

examples: Think-Pair-Share, Teams-Games-Tournament, Group Investigation

Arts Based Strategies examples: drawing and origami

Direct Instruction Strategies

examples: Socratic dialogue, lecture, demonstration, conferencing, review, tutorial, textbook

Independent Learning Strategies

examples: homework, independent reading/study, memorization, note making, reports

Inquiry/Research Models

examples: inquiry process, research process, scientific process, writing process

Technology Applications

examples: database application, internet websites and research, media presentation

Thinking Skills Strategies

examples: brainstorming, classifying, concept mapping, concept attainment, concept formation, experimenting, expressing another point of view, graphing, issue-based analysis, lateral thinking, oral explanation, problem solving

Assessment

The primary purpose of assessment is to improve student learning. Assessment is ongoing, varied in nature and allows students to assess their own progress and determine next steps.

The following assessment strategies may be used at different times throughout the course:

quizzes, practice tests, conferencing, practical skill checks, written assignments, self-assessment/peer-assessment, reflective summary

Evaluation

Evaluation is varied and is used to determine a student's achievement grade.

The following evaluation strategies may be used at different times throughout the course:

quizzes, tests, written lab reports, practical skill checks, written assignments, presentations, written exams

SUBJECT OR COURSE SPECIFIC INFORMATION: