

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Modern Languages

Course Description and Evaluation Policy for Grade 9 French (Applied)



Course Code:	FSF 1P	Teacher Contact Information:
Level:	Grade 9, Applied	Teacher: Ms. Lori Armstrong
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 541
Period:	Period 2 or 4 (on a Week 1)	By E-mail: lori.armstrong@tldsb.on.ca
Room Number:	3	
Department Head:	Dr. Dobson	

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.

Prerequisite: at least 600 hours of previous French instruction (i.e. elementary school French), or equivalent

Strands of Study and Overall Expectations include:

A. Oral Communication

- A1. listen and respond to short, structured spoken texts;
- A2. listen and respond to a variety of short, simple, non-structured media works;
- A3. express ideas and opinions in short conversations and teacher-guided discussions;
- A4. make oral presentations on a variety of topics;
- A5. use appropriate language conventions during oral communication activities.

B. Reading

- B1. read and demonstrate an understanding of a variety of simple texts;
- B2. read a range of simple texts to gather information and expand knowledge of the French language;
- B3. identify and understand language conventions used in reading material.

C. Writing

- C1. express ideas and opinions in short written texts;
- C2. create short written texts in structured and open-ended situations;
- C3. identify and use appropriate language conventions in written work.

D. Language Structures

- Major language structures that we will practice include personal subject pronouns, direct and indirect object pronouns, disjunctive and relative pronouns, the passé composé, reflexive verbs in present tense, the simple future, verbs followed by *à* and *de*, regular and irregular adjectives, comparative and superlative forms, simple conjunctions, question formation, and simple negation

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1. Je me présente (describing yourself, family, friends, and daily activities)
2. Les divertissements (sports and recreation, Montreal, explaining past actions)
3. La bonne bouffe (food requests, preparation, critiques, and crimes; more past actions)
4. Les voyages dans le futur (future goals and plans, worlds of work and travel)
5. Les médias (lives of artists; self-expression through media; sharing interests and talents)

Evaluation Structure:	Resources:								
<table> <tr> <td>Knowledge/Understanding</td><td>25%</td></tr> <tr> <td>Thinking/Inquiry</td><td>25%</td></tr> <tr> <td>Communication</td><td>25%</td></tr> <tr> <td>Application</td><td>25%</td></tr> </table> <p>The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 10% project and a 20% final exam.</p>	Knowledge/Understanding	25%	Thinking/Inquiry	25%	Communication	25%	Application	25%	Textbook: <i>Quoi de neuf?</i> Policy Document: <i>The Ontario Curriculum Grades 9 & 10: French as a Second Language – 1999</i>
Knowledge/Understanding	25%								
Thinking/Inquiry	25%								
Communication	25%								
Application	25%								

Evaluation:
<p>Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.</p> <p>Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.</p>

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding ➤ Knowledge of language forms and conventions ➤ Understanding of content				
Thinking/Inquiry ➤ Critical and creative thinking skills ➤ Inquiry skills (e.g. questioning, planning, choosing strategies, analysing, interpreting...)	<i>Limited</i> display of knowledge, skills and ability to apply concepts	<i>Some or moderate</i> success in displaying knowledge, skills and application of concepts	<i>Considerable</i> display of knowledge skills and ability to apply concepts	<i>Thorough</i> understanding of concepts and <i>excellent</i> ability to communicate, think creatively and apply concepts
Communication ➤ Clear, confident communication of ideas ➤ Accurate, effective language use ➤ Use of various forms, for different audiences and purposes				
Application ➤ Applications in familiar contexts ➤ Use of language in new contexts ➤ Making connections (e.g. personal, academic, beyond classroom)				

Learning Skills:	Students are expected to reflect the following skills, for which they will be assessed according to letter grades: E - Excellent G - Good S - Satisfactory N - Needs Improvement
Responsibility:	Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization:	Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work:	Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration:	Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative:	Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation:	Sets goals. Seeks help when needed. Reflects on strengths, needs & interests. Identifies learning opportunities, choices & strategies. Shows effort and perseverance responding to challenges.

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to Grade 9 French (Applied)!

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in the Grade 9 French course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____