

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Modern Languages Department

Evaluation Policy

for Grade 9 Academic Extended French



Course Code:	FEF 1D	Teacher Contact Information:
Level:	Grade 9 Academic	Teacher: Mrs. R. Borgdorff
Credit Value:	1.0	By Phone: (705) 457-2950 ext: 574
Period:	Period 2 (on a Week 1)	By E-mail: r.borgdorff@tldsb.on.ca
Room Number:	2	
Department Head:	Dr. D. Dobson	

Course Description:

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

Strands of Study and Overall Expectations include:

A. Oral Communication:

Overall Expectations

By the end of this course, students will:

- listen and respond to spoken texts intended for a French-speaking audience;
- express ideas and opinions arising from class discussions, individual research, and personal interests;
- use appropriate language conventions during oral communication activities

B. Writing:

Overall Expectations

By the end of this course, students will:

- create short texts based on class discussions, individual research, or topics of personal interest;
- communicate ideas and opinions, using a variety of written forms, in structured and opened situations;
- identify and use appropriate language conventions in their written work.

C. Reading:

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of materials intended for a French speaking audience;
- extract information from authentic texts and apply it in relevant, everyday situations;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Canada;
- identify and understand language conventions used in their reading materials.

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:

Unité 1: Mon Monde et La Poésie

Students will express themselves creatively in writing and orally, while sharing about their family, friends and daily activities. They will learn to read, analyse and write various forms of poetry and study various examples of French poems. The grammar learned in this unit includes masculine and feminine adjectives, comparative adjectives, present tense verbs and reflexive verbs.

Unité 2: Cris et Frissons dans les Contes

Students will study various short works in French, including urban legends. They will solve a mystery and create their own mystery story and film. The grammar for this unit includes studying the past tense of verbs.

Unité 3: La Drame

Students will study a French play and then perform a scene of their own. They will continue to learn more of the past tense.

Unité 4: Un Roman

Throughout this unit, students will explore adventures in travelling around Canada through a French-Canadian teen novel. They will take part in a class blog and present a travel brochure to the class. They will learn the grammatical concepts of the future tense, conditional tense, and of direct object, indirect object and relative pronouns.

Unité 5: Les Medias

Students will discover the lives of various French artists and explore different art forms.

Evaluation Structure:

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

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.

Resources:

Textbook:

Sans Frontières

Policy Document:

The Ontario Curriculum Grades 9 & 10
French as a Second Language - 2005

Evaluation:

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.

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.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding <ul style="list-style-type: none"> ➤ Knowledge of language forms and conventions ➤ Understanding of content 	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry <ul style="list-style-type: none"> ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills 				
Communication <ul style="list-style-type: none"> ➤ Communication of ideas & information ➤ Use of language ➤ Communication for different audiences and purposes ➤ Oral & written communication 				
Application <ul style="list-style-type: none"> ➤ Applications in familiar contexts ➤ Use of language in new contexts ➤ Making connections 				

Learning Skills: Students are expected to reflect the following skills throughout the course:

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 own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Bienvenue à FEF 1D!

As your teacher, I am excited to empower you as you learn about the art of communication through the study of one of Canada's official languages—French!

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 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 **FEF 1D** 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: _____

