



# KPR Secondary Course Outline

School Name: \_\_\_\_\_ Course Code /Title **FIF1D** Credit Value \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Email/Phone / Class website \_\_\_\_\_

### 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.

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

Area of emphasis (as applicable for focus courses)

### Learning Skills and Work Habits

*Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation*

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from curriculum. They are strong indicators of potential successes and difficulties. Parents can help students by supporting the use of these skills and consistent efforts to learn. Learning Skills and Work Habits are reported on by E (Excellent), G (Good), S (Satisfactory) and N (Needs Improvement) on Progress Reports and Provincial Report Cards.

### Assessment and Evaluation:

The grade on a student's report card will involve teachers' professional judgement and interpretation of evidence using the achievement charts. The averaging of marks shall not be the *sole* determinant of a final grade.

Teachers will take all observations, conversations and products as evidence that students are learning the curriculum. This learning is more than just knowing the facts, it refers also to the ways students show their thinking, communicate their understanding and apply what they have learned through use of critical thinking and problem solving.

Teacher professional judgement will be informed by most consistent, more recent evidence of student learning based on *assessment for learning opportunities, achievement chart weighting, and assignments for evaluation* and support the determination of the final grade.

- 70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course
- 30 % of the final grade will be based on rich assignments for evaluation in the form of written exams, demonstrations, performances, presentations and /or other methods of assessment suitable to the course content and administered toward the end of the course reflective of the achievement chart categories

### Homework

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Information collected through homework completion will be used as data to inform instruction.

### Late and Missed Assignments

Students will provide evidence of their learning within established timelines and recognize that there will be consequences for not completing work or submitting work late. The teacher will clearly indicate the due date for completion of an assignment. A missed *assignment for evaluation* is one that is not submitted or completed. Before an assignment can be considered missed:

- the student must be given an opportunity to explain the incompletion
- students and parents have been informed of the late assignment and the consequences for a missed assignment.

**Assessment** is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

**Assessment for learning** is the ongoing process of gathering and interpreting evidence about student learning. The information gathered is used by teachers to adjust instruction and provide feedback and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.

**Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement.

**An assignment for evaluation** is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation will be instructed and worked on in class with ongoing descriptive feedback from the teacher; there could be times when assignments for evaluation are refined at home.

## Cheating and Plagiarism

All student evidence of learning must be his/her own, original work. Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. For additional information about Cheating and Plagiarism see KPR's Assessment, Evaluation and Reporting Policy <http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55>

### Overview of Study

## Course Code / Title: FIF1D

| <b>Strands of Study</b><br><i>(70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course)</i> | <b>Distribution of Achievement Chart Categories</b><br><i>(Knowledge &amp; Understanding, Thinking, Communication and Application)</i>                 | <b>Culminating Tasks and/or Exam</b><br><i>(30 % of the final grade will be based on rich assignments for evaluations toward the end of the course reflective of the achievement chart categories.)</i> | <b>Distribution of Achievement Chart Categories for each culminating task and/or exam</b><br><i>(Knowledge &amp; Understanding, Thinking, Communication and Application)</i> |
|--|--|---|--|
| <p><b>Listening %25</b></p> <p><b>Speaking %25</b></p> <p><b>Reading %25</b></p> <p><b>Writing %25</b></p>   | <p>Knowledge and Understanding<br/><b>20%</b></p> <p>Thinking<br/><b>20%</b></p> <p>Communication<br/><b>35%</b></p> <p>Application<br/><b>25%</b></p> | <p><b>30%</b></p>   | <p><b>30%</b></p>  |

## COMMON COURSE OUTLINE - ACHIEVEMENT CHARTS

### French as a Second Language, Grades 9 -12

**Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).**

Knowledge of language forms and conventions  
Understanding of content

**Thinking - The use of critical and creative thinking skills and/or processes.**

Critical and creative thinking skills  
Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analyzing, interpreting, and assessing information; forming conclusions)

**Communication - The conveying of meaning through various forms**

Communication of information and ideas  
Use of language  
Communication for different audiences and purposes, using various forms

**Application - The use of knowledge and skills to make connections within and between various contexts**

Application of knowledge and skills in familiar contexts  
Use of the language in new contexts  
Making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school)