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| Hamilton-Wentworth District School Board Logo  **WESTDALE SECONDARY SCHOOL**  **HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**  Westdale Logo**FRENCH IMMERSION DEPARTMENT** | |
| **FIF2D1I – FRENCH IMMERSION**  GRADE 10 ACADEMIC | |
| **Course Description:** This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.  **Ministry Guideline:** French as a Second Language – Core, Extended, and Immersion French, 1999  **Credit Value:** 1  **Prerequisite(s):** FIF1D1I  **Textbooks/Required Materials:** binder, paper, writing utensils | |
| **TEACHER INFORMATION** | |
| **Teacher:** Ms. J. Rimnyak  **Phone Number:** 905-522-1387 ext. 610 | **Email:** jrimnyak@hwdsb.on.ca  **Website:** rimnyakonline.wikispaces.com  **Twitter:** @MissRimnyak |
| **COURSE CURRICULUM** | |
| **Curriculum Strands and Overall Expectations:**  Oral Communication  - listen and respond to a broad range of spoken texts and media works intended for a French-speaking audience;  - explain ideas and opinions in small-group discussions, impromptu exchanges, large-group presentations, and formal debates;  - understand extended dialogues and other spoken texts from various European French speaking regions;  - use appropriate language conventions during oral communication activities.  Reading  - read and demonstrate an understanding of a variety of materials intended for a French speaking audience;  - interpret authentic texts written on diverse topics;  - read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Europe;  - identify and understand language conventions used in their reading materials.  Writing  - write clearly, coherently, and persuasively on diverse topics, choosing a form appropriate to  the context;  - write in a variety of forms, adjusting their style and register to suit the purpose and the  audience;  - identify and use appropriate language conventions in their written work. | |
| **ASSESSMENT & EVALUATION** | |
| **Determination of Final Grade:**  Students’ final marks will be calculated using the following weighting:  Term Work 70%  Final Culminating Tasks 15%  Final Examination 15%  Final Mark 100%  All curriculum expectations will be accounted for in instruction, but evaluation focuses on students’ achievement of the *overall* expectations. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories of the achievement chart in the Ontario Curriculum *(Knowledge and Understanding, Thinking and Inquiry, Communication, Application).*  Students will be given multiple opportunities to demonstrate and meet the curriculum expectations as outlined above through a variety of assessments including, but not limited to: conversations, observations, presentations, quizzes, tests, a final examination and other products.  Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a final grade will involve a teacher’s professional judgment and interpretation of the evidence, and should reflect the student’s most consistent level of achievement, with special consideration given to the most recent evidence.  In addition to curriculum expectations, students' learning skills will be assessed throughout the course, and will be communicated during the reporting period. The six learning skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation) will be evaluated using a four point scale (E—Excellent, G—Good, S—Satisfactory, N—Needs Improvement). | |