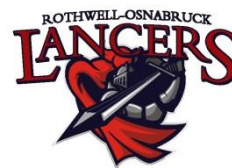


Rothwell-Osnabruck School

Upper Canada District School Board

COURSE OUTLINE



Course: Core French, Grade 9, Academic

Credit Value:1.0

Date: Tuesday September 2nd 2014

*This course was designed in accordance with the Ontario Curriculum Policy Document
<http://www.edu.gov.on.ca/eng/curriculum/secondary/>*

Teacher: Stéphane St Denis

Program Leader: Megan Crooke

Principal: Ewen McIntosh

COURSE DESCRIPTION

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

AREAS OF STUDY

Oral Communication

- 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

- 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

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

ASSESSMENT, EVALUATION AND MARK BREAKDOWN

“The primary purpose of assessment and evaluation is to improve student learning.”
Growing Success, 2010

The following two areas of achievement are the focus of assessment, evaluation and reporting in this course as per Ontario policy as outlined in “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010.

The basis of assessment, evaluation and reporting in each category for this course is outlined below:

1. Achievement of Curriculum Expectations :

In this grade 9 French course, students will be provided with numerous opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills of the achievement chart: Knowledge and Understanding, Thinking and Investigation, Communication, and Application.

The final grade for this course will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, with special consideration given to more recent evidence of achievement.
- 30% of the grade will be based on a final examination at the end of the course.

2. Demonstration of Learning Skills and Work Habits:

Students will be continually assessed and evaluated based the following six Learning Skills/Work Habits: responsibility, organization, independent work, collaboration, initiative and self-regulation.

MISSED ASSIGNMENTS

It is the expectation that all assignments will be successfully completed by the initial due date.

Every reasonable effort must be made by students to submit all assignments by the set due date. If an assignment is not submitted by the assigned due date, the following steps will be taken:

- 1) The teacher and student will meet to find out why the assignment has not been submitted. A new due date will be provided to the student. The teacher will contact the home of the student and speak with a parent/guardian about the late assignment.
- 2) The teacher and student will arrange a time for the student to complete the assignment during the school day via Homework Haven as required.
- 3) The student will be referred to the vice-principal or principal, if he/she has not submitted assignment(s) measuring achievement of an overall expectation within the negotiated timelines.
- 4) The vice-principal or principal may refer the student to the student success teacher, or the learning resource teacher to assist with the completion of the assignment. Withdrawal of classroom and/or extracurricular privileges may be necessary.
- 5) Assignments measuring student achievement of an overall expectation of the course which are not submitted may result in insufficient evaluation data and the credit may be at risk.

CONTACT INFORMATION

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