



## Oromocto High School

2023-2024

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### **POST – INTENSIVE FRENCH 9 (PIF 9) - Period 2 (10:05 PM to 11:05 AM daily)**

**Students will receive feedback formatively throughout the semester using a 1-4 grading scale which will give them information on areas to strengthen. We work on three units of study in PIF 9. This semester we will focus on themes in My Personal Life, Music and Television using I can/Je peux based outcomes, for students to demonstrate learning.**

Intensive French is a literacy-based approach to teaching French as a second language. Students are required to use French to speak, read and write for authentic purposes. Skills are developed in an integrated fashion through interactive learning experiences built around age appropriate and interesting themes. French is the language of instruction. Students develop the ability to communicate by engaging in meaningful, interactive experiences. Make good choices and complete all work = success! Try your personal best 😊

**There is no final exam for PIF 9. Students require a minimum grade of 60%. This course PIF 9 is a Graduation Requirement.**

#### **Microsoft Teams and Online Weebly Site:**

Effective use of learning time in class and at home will be essential to your success. I will review at home learning requirements in class and details will be found on Office 365/Microsoft Teams and on my Weebly site <https://mmebartonohs.weebly.com>

**Grades:** All parents have access to view student grades and attendance in all OHS courses via the Parent Portal. I encourage you to monitor progress regularly. Please come in to the OHS school office to get your username and password.

**Communication:** Please stay in touch with me if you have questions or concerns. The best way to reach me is via email: [valerie.barton@nbed.nb.ca](mailto:valerie.barton@nbed.nb.ca). You could also leave a message for me at the OHS office 357-4015. Thank you.

**Extra Help** Noon hour support is available to students. A student should make arrangements with me in advance by signing the Noon Hour Session book on the front chalkboard.

#### **Device / Phone Policy**

Technology has an important place in the second language classroom at appropriate times.

Your cellphone/device will be used at specified times throughout the semester under teacher instruction. Appropriate uses: Final project Powerpoint Presentations and research.

Inappropriate use (texting, social media) results in distracted students and lost instruction time.

**Cell phones should be turned off and put away in French class during oral communication practice and reading practice.** Please follow teacher instructions and use technology appropriately in the French 9 classroom.

**STUDENT NAME:** \_\_\_\_\_

**PARENT SIGNATURE:** \_\_\_\_\_

**Grade 9 Outcomes *I can/Je peux...***

	Oral Communication 40%	Reading and Viewing 30%	Writing and Representing 30%
<b>Unité : Ma vie personnelle</b>	<p><b>I can / Je peux...</b></p> <p>Share simple information about myself (name, age, address).</p> <p>Introduce myself and other people (family, friends or prominent person).</p> <p>Give basic information about my school, my classes and my family.</p> <p>Describe what I like and what I don't like.</p> <p>Talk about the weather and the seasons using simple sentences.</p> <p>Understand simple personal questions about myself.</p>	<p><b>I can / Je peux...</b></p> <p>Understand very simple written instructions.</p> <p>Read a very simple short text.</p> <p>Find simple important information in provided texts or posters.</p> <p>Understand a simple form.</p> <p>Understand numbers, prices and times.</p>	<p><b>I can / Je peux...</b></p> <p>Write very familiar words.</p> <p>Write very simple messages and questions.</p> <p>Write information about myself.</p> <p>Write a simple description about my family and friends.</p> <p>Write a simple text about my school life.</p>

<b>Unité : La musique</b>	<p><b>I can / Je peux...</b></p> <p>Talk about preferences in music.</p> <p>Present the message in their favorite song.</p> <p>Talk about musical instruments that they play or would like to play.</p> <p>Talk about the links between music performed in the media and the emotions they create.</p> <p>Present a personal hypothesis.</p> <p>Carry out a survey orally.</p> <p>Present a synthesis of various items of information: hypothesis, phenomena, results of a survey and a conclusion.</p>	<p><b>I can / Je peux...</b></p> <p>Read about preferences in music.</p> <p>Read about messages in their favorite songs.</p> <p>Read about musical instruments that they play or want to play.</p> <p>Read about the links between music performed in the media and the emotions they create.</p>	<p><b>I can / Je peux...</b></p> <p>Write about preferences in music.</p> <p>Write about musical instruments that they play or would like to play.</p> <p>Visually represent an emotion.</p> <p>Prepare a summary in writing of various items of information: hypothesis, phenomena, results of a survey and a conclusion.</p>
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<b>Unité : Le petit écran</b>	<p><b>I can / Je peux...</b></p> <p>Identify favorite TV shows.</p> <p>Discuss the differences between what is real and what is portrayed as real on TV.</p> <p>Explain how TV impacts the diverse aspects of teenage life.</p> <p>Critique different aspects of TV.</p>	<p><b>I can / Je peux...</b></p> <p>Read about TV show preferences.</p> <p>Read about reality and false realities on television.</p> <p>Read about influences from TV viewing.</p>	<p><b>I can / Je peux...</b></p> <p>Write about TV show preferences.</p> <p>Write about reality and false realities on television.</p> <p>Write about influences from TV viewing.</p>
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## Grade Composition:

Outcome Based Assessment – 100% (Students will have several opportunities to demonstrate their understanding of an outcome.)

Each of the outcomes will be based on the following scale:

### Rubric: Outcome Based Assessment (Using a 5-point Scale)

Level	General Description
Advanced (4)	Students at the advanced level have reached a level of mastery over the grade-level outcomes. These students can draw upon their conceptual understanding to solve real problems that show a level of creativity and sophistication. These students are able to accurately self-assess and have a depth of understanding that seamlessly connects related or previously explored concepts.
Proficient (3)	Students at the proficient level independently demonstrate competence within the outcomes. With assistance these students can occasionally apply their proficiency to more authentic situations or circumstances. While they haven't consistently achieved more advanced demonstrations, these students have fully met the expectations of the intended learning.
Developing (2)	Students at the developing level are those who inconsistently demonstrate and understanding of the grade-level outcomes but require assistance and guidance to reach full proficiency. Connections to related or previously explored concepts are minimal or inconsistent. Developing students will occasionally reach the proficient level on some outcomes but will also demonstrate learning at the novice level. These students have some transferable skills and a limited conceptual understanding that goes beyond right/wrong.
Novice (1)	Students at the novice level are those who can only demonstrate a very basic understanding of the grade-level outcomes and concepts. Explanations and demonstrations are task specific, inconsistent, linear, and isolated in that they show little connection to any related or previously explored concepts. These students operate at the recall and replicate level.
Insufficient (0)	Students at the insufficient level have not submitted the requisite amount of evidence to justify a passing level. Either whole pieces of evidence are missing or the submitted evidence is incomplete or incorrect.

\* A passing grade is attained by achieving a minimum standard of a novice level. Therefore, if your child receives an overall grade of a 1 on an assessment that is a passing grade equivalent to 60%.

### End of Reporting Period Conversion Table

Level	60% = Pass
4.00	100
3.75	96
3.50	92
3.25	89
3.00	86
2.75	83
2.50	80
2.25	77
2.00	74
1.75	71
1.50	68
1.25	64
1.00	60
0.00	0

### Past & perhaps present Extra-Curricular French Opportunities for Grade 9 & 10 Students University of Moncton Summer French Language Camp

- \* For grade 9 and 10 students in PIF or French Immersion: [www.umoncton.ca/learnfrench/junior](http://www.umoncton.ca/learnfrench/junior)
- \* **NB/ Québec Exchange Program**
- \* For grade 9 and 10 students in PIF or French Immersion:  
<https://portal.nbed.nb.ca/tr/lp/special/French/Pages/default.aspx>
- \* **France/Europe Exchange**
- \* Discover France, its language and culture! [www.osef.ca](http://www.osef.ca)