



# Welcome to

## Grade 10

### Oromocto High School

# PIF

Post Intensive French  
2022 Class Syllabus

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- School Website: <http://web1.nbed.nb.ca/sites/ASD-W/Ohs>

Bienvenue au cours de Français 10e! The PIF 10 course promises to be fun, educational, and challenging. Each student is asked to take an active role in their own learning by attending class each day and by participating and speaking French regularly during each class. Learning will focus on authentic language used in daily conversation, through repetition to improve fluency and accuracy in French. This course is designed to support language learners of all levels for success. Practice is the ONLY way to improve a language; therefore, do not hesitate to make mistakes. Any student who makes a good effort in this course, will be successful!

### Online Course Information

Students can access daily lessons, assignments, and resources on our class website via Microsoft Teams. Parents can access the same material via our class website: <https://mmemccleave.com>. This is intended to keep parents and students up to date if they are absent, as well as to be prepared for full online learning, should that be needed.

### Evaluation

- Oral communication & Listening ----- 40%
- Reading ----- 25%  
(Comprehension, fluency, accuracy, response)
- Writing ----- 25%  
(Modeled, independent, convention, accuracy)
- Final Interview----- 10%  
(Oral scheduled interview)

**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 2 of 3 possible units of study in PIF 9. This semester we will focus on themes using I can/Je peux based outcomes, for students to demonstrate learning. Please see next page for more details**

### Units of Study

- Unit 1: Le grand écran : le cinéma
- Unit 2 : L'impact des TIC dans la vie quotidienne
- Unit 3 : Les relations personnelles chez les ados

### Electronics and Cell Phones

To focus on instruction and practice work all cell phones and electronics are to be turned off and put away during French class, unless directed by Mme McCleave for specific activities.

### Communication

I strongly believe that regular communication with a student's home has a positive influence on their school life. I encourage parents to contact me at any time via email or telephone. We are part of a team in supporting your child's progress at OHS.

### Marks & School Portal

Marks and attendance will be updated and published regularly on the OHS Parent and Student Portals. Families are strongly encouraged to visit the portal often to view student progress. If you are not yet signed up for the portal, please do so at the OHS main office.

### Classroom Expectations

- Be on time, on task & prepared to learn!
- RESPECT peers, the teacher and the classroom environment.
- Be RESPONSIBLE for YOUR OWN learning.
- Participate in classroom activities and do your best!

### Materials needed daily

- ✓ Pencils and Pens
- ✓ Pencil crayons or markers
- ✓ Loose-leaf paper
- ✓ Highlighters
- A duotang portfolio will be provided



### Extra Help

Students can arrange an appointment time for extra help, by asking in person or via email. I am committed to helping students reach their full potential and will be flexible and varied in appointment times available. Students may also be asked to attend extra help, as needed.

Student Name: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_

Please sign and return, indicating you have read the above information. 😊 (You do not need to cut this portion off)

**Grade 10 PIF Outcomes:**

	<b>Oral Communication</b> [40% in class / 10% interview]	<b>Reading and Viewing 25%</b>	<b>Writing and Representing 25%</b>
<b>Module : Le grand écran – Le cinéma</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can talk about my favorite films.</li> <li><input type="checkbox"/> I can explain my point of view about special effects in films.</li> <li><input type="checkbox"/> I can comment on the efficiency of different special effects.</li> <li><input type="checkbox"/> I can talk about my favorite types of film and values they portray.</li> <li><input type="checkbox"/> I can bring judgment on the value of commercialization (both internal and external) in films.</li> <li><input type="checkbox"/> I can express opinions on commercialization in films.</li> <li><input type="checkbox"/> I can provide a critical analysis of a film.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can read about films.</li> <li><input type="checkbox"/> I can read about special effects in films.</li> <li><input type="checkbox"/> I can read about genres of films.</li> <li><input type="checkbox"/> I can read about commercialization of films.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write about my favorite films.</li> <li><input type="checkbox"/> I can explain my point of view about special effects in films.</li> <li><input type="checkbox"/> I can comment on the efficiency of different special effects.</li> <li><input type="checkbox"/> I can write about my favorite types of films and the values they portray.</li> <li><input type="checkbox"/> I can explain and express opinions on commercialization in films.</li> <li><input type="checkbox"/> I can provide a critical analysis of a film.</li> </ul>
<b>Unité : L' impact des TIC dans la vie</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can provide opinions on the use of IT.</li> <li><input type="checkbox"/> I can provide observations based on understanding a graph.</li> <li><input type="checkbox"/> I can explain in detail the consequences of an activity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can read about technology and its various forms and uses.</li> <li><input type="checkbox"/> I can read a graph indicating time spent using technology.</li> <li><input type="checkbox"/> I can read about consequences of excessive technology use.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can provide opinions on the use of IT.</li> <li><input type="checkbox"/> I can provide observations based on understanding a graph.</li> <li><input type="checkbox"/> I can explain in detail the consequences of technology use.</li> </ul>

<b>Level</b>	<b>General Description</b>
<b>Advanced (4)</b>	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.
<b>Proficient (3)</b>	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.
<b>Developing (2)</b>	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.
<b>Novice (1)</b>	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.
<b>Insufficient (0)</b>	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.**

Reporting Period: The following table will be used to convert your grade at reporting time

Level	60% = Pass
4.00	100
3.75	95
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
<b>1.00</b>	<b>60</b>
0.00	0