



Welcome to

Grade 11 & 12

Oromocto High School

PIF

Post Intensive French
2025 Class Syllabus

Mme Allie McCleave • Room 265 • 357-4015

- Email: allie.mccleave@nbed.nb.ca • Class Website: <http://mmemccleave.com>
- School Website: <https://ohs.nbed.ca/>

Bienvenue au cours de Français! The PIF 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. Practice is the ONLY way to improve a language; therefore, do not hesitate to make mistakes.

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.

Evaluation

- Oral communication & Listening ----- 40%
- Reading ----- 30%
(Comprehension, fluency, accuracy, response)
- Writing ----- 30%
(Modeled, independent, convention, accuracy)

Students will receive feedback formatively throughout the semester using a 1-4 grading scale which will give them information on areas to strengthen. Please see next page for more details

Units of Study

- Unit 1: Moi dans 10 ans
- Unit 2 : Ma carrière : Rêve ou réalité
- Unit 3 : Semblables mais différents

Electronics and Cell Phones

To focus on instruction and practice work all cell phones and electronics are to be turned off and put in the designated area during class time, unless directed by Mme McCleave for specific activities. This is in accordance with the school cell phone policy.

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.
- Respect the cell phone policy
- 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 11/12 PIF Outcomes:

	Oral Communication 40%	Reading and Viewing 30%	Writing and Representing 30%
Moi dans 10 ans & Ma carrière : Rêve ou réalité	<ul style="list-style-type: none"> ✓ I can present an inventory of my interests, skills, and attitudes. ✓ I can research and present information on a career. ✓ I can talk about my hobbies, interests and obligations ✓ I can explain why I would like to resemble a celebrity, family member or a person that I know. ✓ I can talk about where I see myself in ten years' time. ✓ I can discuss employment and career projects. ✓ I can discuss challenges with regards to my choice of career. ✓ I can discuss potential solutions to these challenges. ✓ I can talk about work-life balance. ✓ I can use character traits to describe myself and others 	<ul style="list-style-type: none"> ✓ I can read about various careers ✓ I can read about interests, attitudes, aptitudes related to career choices. ✓ I can read an exemplar of a cover letter, résumé and letter of intent. ✓ I can read about future planning, bucket lists and idols. ✓ I can read biographies of inspirational people. ✓ I can demonstrate reading strategies used for comprehension. ✓ I can demonstrate proper pronunciation and fluency when reading. 	<ul style="list-style-type: none"> ✓ I can write about myself. ✓ I can use character traits to describe myself and others. ✓ I can write about an inspirational person. ✓ I can write about work/life balance. ✓ I can write using the following verb tenses and grammar focuses: <ul style="list-style-type: none"> ○ Adjectifs possessifs ○ Présent à l'indicatif ○ Passé composé ○ Futur proche ✓ I can write about a career of interest. ✓ I can write a cover letter and CV. ✓ I can write about my future goals/dreams.
Extra - Unité : Semblables mais différents	<ul style="list-style-type: none"> ✓ I can explain the relationship between an activity or a tradition and the culture that it represents. ✓ I can explain why I would like to visit a specific country. ✓ I can provide an example of a cultural difference between two regions and/or two countries. ✓ I can provide examples of cultural differences that exist in another country. 	<ul style="list-style-type: none"> ✓ I can read about a cultural activity and its representation. ✓ I can read about visiting a country I like or to which I would like to travel. ✓ I can read about the cultural differences and similarities between two countries. ✓ I can read about cultural components of Canadian Territories, as well as their similarities and differences. 	<ul style="list-style-type: none"> ✓ I can explain why I would like to visit a specific country. ✓ I can write about an example of a cultural difference between two regions or two countries. ✓ I can write about examples of cultural differences that exist in another country.

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.**

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
1.00	60
0.00	0