Français langue seconde - immersion 12

Course Description

Ce cours de Français langue seconde-immersion 12 est recommandé si vous avez complété les cours d'immersion 11 et que vous êtes à un niveau B1 du CECR (Cadre européen commun de référence).

Description du cours :

« Le cours de Français langue immersion 12 est requis pour l'obtention du diplôme bilingue. L'objectif de ce cours est d'intégrer et d'approfondir les compétences langagières et les connaissances linguistiques et culturelles acquises lors des expériences d'apprentissage antérieures. Ce cours permet à l'élève d'avoir un aperçu des divers facteurs qui façonnent son identité bilingue. Le cours offre de nombreuses occasions à l'élève d'approfondir la connaissance de soi et des autres dans un monde en évolution. De plus, l'élève explorera des textes de plusieurs genres et modes, provenant de sources diverses et reflétant des perspectives de la francophonie et des peuples autochtones. Ce cours amènera l'élève à utiliser sa pensée critique et créative pour analyser diverses situations de communication. Finalement, l'élève affinera sa communication dans divers contextes afin d'atteindre ses objectifs personnels et professionnels. » (Français langue seconde – immersion 12, Province de la Colombie-Britannique, 2018)

Veuillez noter : Le test Évaluation de littératie de la 12e année – Français langue seconde-immersion **n'est pas offert à EBUS**. Vous devez parler avec votre conseillier.ière en orientation ou communiquer avec votre conseil scolaire pour savoir où faire le test.

The above information and curriculum were taken from the Français langue seconde-immersion 12 curriculum.

Course Materials

Students will need a laptop or a computer with audio visual capabilities to listen to recordings and videos, and to make recordings. All course materials needed are in the Brightspace course, Français langue seconde – immersion 12. Students will also use online tools such as dictionaries and websites found in the course and recommended by the teacher.

Learners are expected to spend 90-120 hours on the course. This time includes viewing/reading lesson resources; researching the technique or focus of the assignment, planning, making, and completing coursework; submitting the assignment and reviewing feedback.

Contenu de cours

Dans chaque unité, vous allez pratiquer vos habiletés langagières; vous allez pratiquer votre expression orale, écrite et votre compréhension ainsi que découvrir et manipuler différents outils linguistiques dans vos travaux.

Unité #1-Diversité francophone/autochtone (Temps à compléter: 8 semaines ou 50 heures) -Vous allez explorer différents textes en analysant et en comparant leur rôle dans la culture francophone et autochtone.
Unité #2-Maitriser le français (Temps à compléter: 8 semaines ou 50 heures) -Cette unité vous permet de synthétiser et communiquer vos idées, en différents formats, selon le message désiré.
Unité #3-Identité culturelle et linguistique (Temps à compléter: 4 semaines ou 20 heures) -Vous allez réfléchir aux identités qui existent dans le monde francophone et à votre identité francophone.

Assessment & Evaluation

There are 2 tasks in the course that are invigilated. One is a parent supervised task and one is an EBUS supervised task. Invigilation ensures the tasks are completed as intended with no additional support or unapproved resources. Instructions are prior to the invigilations in the course. The second invigilation requires a form to be filled and submitted at least one week prior to the desired date and time. EBUS has several invigilators who will invigilate your work through an online live call. The invigilation will require photo ID, a computer with a webcam to show you accessing the test, sharing your screen, and a secondary device to show your workspace.

There is an invigilation in unit 1 and 2.

Pratiques	10%
Devoirs	45%
Discussions	5%
Réflexions	15%
Questionnaire/Check-ins	5%
Quiz	10%
Tests supervisés	10%

When learners are not meeting the learning outcomes/falling behind

When learners fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the learner's home school may also occur to help determine a solution.

Learners are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help learners improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Learners falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the learner may be assigned an F or withdrawn. Should they begin actively working in the course, the learner may be given an alternate completion date.

Inactivity and Communication

Learners are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor learner participation, work submission and periods of inactivity in their courses. Learners who do not submit assignments will receive an *online gentle reminder email (OGRE)* to inquire about progress and reasons for inactivity

OGRE notice #1 - Two weeks - no assignments submitted.

OGRE notice #2 - Three weeks - no assignments submitted.

OGRE notice #3 - Four weeks - no assignments submitted.

Learners who receive an inactivity email must contact their teacher to communicate their intentions for the course and their plan to engage in the course.

If a learner has been inactive and has received three OGRE reminders and has not responded to communications from their online teacher, the learner may be withdrawn from the course.

Communication between learners and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent learners from engaging in their courses. When learners anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Integrity Policy

At EBUS, you're expected to complete your own work and use tools—including AI—responsibly. Integrity means showing what you know and giving credit when you use help or ideas from others. The policy can be found here.

Exams, Tests, and Quizzes

Complete all tests independently without notes, devices, or AI unless permitted by your teacher.

Cheating or unauthorized use of AI/internet may result in a zero, test retake under supervision, or other consequences.

Plagiarism

Plagiarism is using someone else's words, ideas, or AI-generated work as your own. Avoid it by writing in your own words and citing all sources (including AI tools). Use bibme.org for citations. Consequences range from warnings to zeros to redoing work under supervision.

AI Use

AI tools may only be used when explicitly permitted by your instructor. If allowed, you must include an AI Use Statement (e.g., "Used ChatGPT [May 2025] to brainstorm ideas; rewrote in my own words") and cite the tool. AI-written essays, code, or images submitted as your own work are not permitted.

Consequences

If unauthorized help or AI use is suspected, your teacher will contact you. Consequences depend on severity and may include warnings, resubmission, zeros, or withdrawal from the course.

Learner Expectations

- Adhere to the EBUS Academic Integrity Policy.
- Contact your teacher when help is needed.
- Review feedback from assignments and tests, where applicable.
- Work to complete the course in a timely manner.
- Communicate respectfully.
- Review weekly progress reports.
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Reporting

There are three Written Learning Updates that are accessible from the learner dashboard. An email will go out when these are available.

The teacher will regularly send out progress reports showing the learner's progress, on weeks that EBUS Academy is in session.