



Modern Languages Department
R.H. King Academy



Course Name: Core French, Grade 9	Course Code: FSF 1D1
Pre-requisite: Minimum of 600 hours of French instruction, or equivalent	Course Destination: Academic
Instructor(s): M. Bodor, Mme Glow, Mme Shaddy	Contact Information: Moderns Department 416-396-5550 x20131

Ministry of Education Course Description

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary; for lifelong language learning.

The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, page 58.

Ministry of Education Overall Expectations

Strand	By the end of FSF 1D, students will...
Listening	<p>A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
Speaking	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
Reading	<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
Writing	<p>D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

Course Materials

Textbook: *Tu Parles! 1*

Textbooks are lent to students and must be returned by the end of the course.

Replacement Cost (for used, lost or damaged materials): \$60.00

Personal materials: Students are expected to come to class with a binder, pen, pencil, and a dictionary.

Electronic materials: Students are recommended to have a computer with internet access at home to complete electronic homework exercises. If not, they may complete their homework using a computer at the school or public library.

FSF 1D Student Expectations

Mastering the skills and concepts connected with learning in the FSL curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, take risks in using French, and work respectfully with peers. Through ongoing practice and reflection about their development, students will deepen their appreciation and understanding of the French language as well as of themselves and others.

In addition to their learning experiences in the classroom, students should be encouraged to:

- pursue opportunities outside the classroom to listen to and speak French;
- seek out recreational reading materials and multimedia works in French, as well as
- in their first language, to extend their knowledge of the world around them;
- discuss with their parents what they are reading, writing, and learning.

The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, pages 11-12.

Policy on Cheating and Plagiarism

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

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Late & Missed Assignments

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies **may** be used to help prevent and/or address late and missed assignments.

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Independent Study Unit (ISU)

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

Units of Study			2016 – 2017	
Durée	Unité	Buts d'apprentissage	Contenu langagier	Évaluations
29 août – 11 septembre (8 jours)	Révision	<ul style="list-style-type: none"> to develop strategies for authentic and spontaneous communication to extend general vocabulary bank for everyday interactions (numbers, dates, weather, classroom expressions, etc.) to reinforce and apply greetings to initiate daily social conversations 	<ul style="list-style-type: none"> Verbes réguliers et irréguliers au présent La négation Les phrases complètes Les numéros L'interrogation, les mots interrogatifs et l'inversion Le « double verbe » 	<ul style="list-style-type: none"> Diagnostic assessments for writing, reading, listening Brief oral interview
12 - septembre – 3 octobre (16 jours)	1 Une nouvelle ville	<ul style="list-style-type: none"> to introduce and describe personal characteristics to identify and discuss personal preferences, abilities, and responsibilities to explore multiculturalism and heritage languages to describe everyday school life to invite friends to do activities in the community to make suggestions and negotiate solutions to give advice to peers 	<ul style="list-style-type: none"> La description physique avec avoir et être L'accord des adjectifs Le « double verbe » avec aimer, détester, préférer, vouloir, pouvoir, et devoir Les pronoms disjoints Les pronoms objet direct et le pronom y L'impératif : verbes réguliers et irréguliers 	<ul style="list-style-type: none"> Listening (2) Oral (2) Reading (2) Language knowledge quizzes Consolidating Unit Test (1)
4 octobre – 14 novembre (22 jours)	3 Un voyage géo-canadien	<ul style="list-style-type: none"> to explore Canada's provinces and territories and their geographical features to assess and plan packing essentials for a trip to compare travel options and destinations to adapt and communicate daily routines to recount a past travel experience to describe symptoms in case of illness during travel to give and follow directions to develop problem-solving strategies 	<ul style="list-style-type: none"> Le passé composé avec avoir et être L'imparfait d'avoir et être Les verbes pronominaux (au présent et au passé) Le comparatif et superlatif avec les adjectifs Les conjonctions 	<ul style="list-style-type: none"> Listening (2) Oral (2) Reading (2) Language knowledge quizzes Consolidating Unit Test (1)
15 novembre – 18 décembre (22 jours)	5 Les nouveaux médias (and ISU)	<ul style="list-style-type: none"> to identify and assess a variety of film genres to explore comic book culture around the Francophone world to create, describe and interpret a protagonist, superhero, and antagonist to identify benefits and disadvantages of social media to independently read a Francophone comic strip (ISU) to recount a plot and justify a personal opinion 	<ul style="list-style-type: none"> Le comparatif et le superlatif avec les verbes et avec bon/bien Les pronoms objet indirect et le pronom en La combinaison des pronoms Les conjonctions 	<ul style="list-style-type: none"> Listening (2) Oral (2) Reading (2) Language knowledge quizzes Consolidating Unit Test (1) ISU based on short story (Comprehension test and oral activity)
19 - 22 décembre 8– 12 janvier (9 jours)	6 Je suis unique	<ul style="list-style-type: none"> to assess personal strengths and weaknesses, to reflect on past and future development of personal skills needed for community service to explore extra-curricular activities and volunteer work opportunities to apply for a volunteer job 	<ul style="list-style-type: none"> Renforcement des adjectifs Renforcement des mots interrogatifs Le futur simple Augmentation de la banque de vocabulaire personnelle 	<ul style="list-style-type: none"> Listening (1) Oral (1) Reading (1) Language knowledge quizzes Consolidating Unit Test (1)
Révision et Examens en classe: le 15 - 23 janvier				

Assessment and Evaluation Strategies

Assessment – For As & Of Learning

For	As	Of
Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.	Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.	"Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95 - 100	2+	67 – 69
4	87 - 94	2	63 – 66
4-	80 - 86	2-	60 – 62
3+	77 – 79	1+	57 – 59
3	73 – 76	1	53 – 56
3-	70 - 72	1-	50 - 52

Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback. Some of these strategies are also used for evaluation:

- teacher observation
- oral presentations, interviews
- short paragraphs, reports, reviews, critiques, letters, journals, creative writing, computer lab work
- media works
- quizzes, tests, examinations
- performance tasks, dramatic presentations
- self-assessment, peer assessment
- check lists, rubrics
- questions and answers

Term Work → 70%

The weighting of evaluations during the term is according to the strands below:

- ◆ 20% Oral Communication (5% active communication, 15% oral evaluations)
- ◆ 20% Reading (5% ISU reading, 15% reading evaluations)
- ◆ 15% Writing (5% quizzes, 10% Unit tests)
- ◆ 15% Listening

Calculation of Final Mark

- 70% Term Work
- 30% Summative Evaluations
 - ◆ Listening Exam: 7.5%
 - ◆ Reading Exam: 7.5%
 - ◆ Oral Exam: 7.5%
 - ◆ Written Exam: 7.5%

Learning Skills

- ◆ Responsibility ◆ Collaboration ◆ Organization ◆ Initiative ◆ Independent Work ◆ Self-regulation

Learning skills are necessary for success and affect level of achievement. They will be reported as follows:

E – Excellent

S – Satisfactory

G – Good

N – Needs Improvement