



**Modern Languages Department**  
 R.H. King Academy  
<http://schools.tdsb.on.ca/rhking/>



<b>Student Name:</b>				<b>Course of Study Outline</b>	
Developed in accordance with <i>The Ontario Curriculum, Grades 9 and 10: French As a Second Language – Core, Extended, and Immersion French, 2014 Revised</i>					
<b>Course Title:</b>	Grade 9 Core French	<b>Course Code:</b>	FSF 1D1		
<b>Instructor(s):</b>	M. Bodor, Mme Franco, Mme Takahashi, Mme Robalino	<b>Contact Info:</b>	416-396-5550 x20131		
<b>Course Type:</b>	Academic	<b>Credit Value :</b>	1.0		
<b>Prerequisite:</b>	Minimum 600 hours of French instruction, or equivalent	<b>Materials:</b>	<i>Tu parles! 1</i> Replacement cost is \$70.00		

**Ministry of Education Overall Expectations**

<b>Strand</b>	<b>By the end of FSF 1D, students will...</b>
<b>Listening</b>	<p><b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p><b>A3. Intercultural Understanding:</b> 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>
<b>Speaking</b>	<p><b>B1. Speaking to Communicate:</b> 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><b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p><b>B3. Intercultural Understanding:</b> 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>
<b>Reading</b>	<p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p><b>C2. Purpose, Form, and Style:</b> 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><b>C3. Intercultural Understanding:</b> 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>
<b>Writing</b>	<p><b>D1. Purpose, Audience, and Form:</b> 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><b>D2. The Writing Process:</b> 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><b>D3. Intercultural Understanding:</b> 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>

## 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.*

### 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): \$70.00

**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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## 2018 - 2019 Course Content for FSF1D1

Durée	Unité	Buts d'apprentissage	Contenu langagier	Évaluations
28 août- 10 sep (9 jours)	<b>Révision</b>	<ul style="list-style-type: none"> <li>to develop strategies for authentic and spontaneous communication</li> <li>to extend general vocabulary bank for everyday interactions (numbers, dates, weather, classroom expressions, etc.)</li> <li>to reinforce and apply greetings to initiate daily social conversations</li> </ul>	<ul style="list-style-type: none"> <li>Verbes réguliers et irréguliers au présent</li> <li>La négation</li> <li>Les phrases complètes</li> <li>Les numéros</li> <li>L'interrogation, les mots interrogatifs et l'inversion</li> <li>Le « double verbe »</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments for writing, reading, listening</li> <li>Brief oral interview</li> </ul>
11 sep- 2 oct (16 jours)	1 <b>Une nouvelle ville</b>	<ul style="list-style-type: none"> <li>to introduce and describe personal characteristics</li> <li>to identify and discuss personal preferences, abilities, and responsibilities</li> <li>to explore multiculturalism and heritage languages</li> <li>to describe everyday school life</li> <li>to invite friends to do activities in the community</li> <li>to make suggestions and negotiate solutions</li> <li>to give advice to peers</li> </ul>	<ul style="list-style-type: none"> <li>La description physique avec avoir et être</li> <li>L'accord des adjectifs</li> <li>Le « double verbe » avec aimer, détester, préférer, vouloir, pouvoir, et devoir</li> <li>Les pronoms disjoints</li> <li>Les pronoms objet direct et le pronom y</li> <li>L'impératif : verbes réguliers et irréguliers</li> </ul>	<ul style="list-style-type: none"> <li>Listening (2)</li> <li>Oral (2)</li> <li>Reading (2)</li> <li>Language knowledge quizzes</li> <li>Consolidating Unit</li> <li>Test (1)</li> </ul>
3 oct- 13 nov (22 jours)	3 <b>Un voyage géo-canadien</b>	<ul style="list-style-type: none"> <li>to explore Canada's provinces and territories and their geographical features</li> <li>to assess and plan packing essentials for a trip</li> <li>to compare travel options and destinations</li> <li>to adapt and communicate daily routines</li> <li>to recount a past travel experience</li> <li>to describe symptoms in case of illness during travel</li> <li>to give and follow directions</li> <li>to develop problem-solving strategies</li> </ul>	<ul style="list-style-type: none"> <li>Le passé composé avec avoir et être</li> <li>L'imparfait d'avoir et être</li> <li>Les verbes pronominaux (au présent et au passé)</li> <li>Le comparatif et superlatif avec les adjectifs</li> <li>Les conjonctions</li> </ul>	<ul style="list-style-type: none"> <li>Listening (2)</li> <li>Oral (2)</li> <li>Reading (2)</li> <li>Language knowledge quizzes</li> <li>Consolidating Unit</li> <li>Test (1)</li> </ul>
14 nov- 17 déc (22 jours)	5 <b>Les nouveaux médias (et Projet de lecture)</b>	<ul style="list-style-type: none"> <li>to identify and assess a variety of film genres</li> <li>to explore comic book culture around the Francophone world</li> <li>to create, describe and interpret a protagonist, superhero, and antagonist</li> <li>to identify benefits and disadvantages of social media</li> <li>to independently read a Francophone comic strip (ISU)</li> <li>to recount a plot and justify a personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>Le comparatif et le superlatif avec les verbes et avec bon/bien</li> <li>Les pronoms objet indirect et le pronom en</li> <li>La combinaison des pronoms</li> <li>Les conjonctions</li> </ul>	<ul style="list-style-type: none"> <li>Listening (2)</li> <li>Oral (2)</li> <li>Reading (2)</li> <li>Language knowledge quizzes</li> <li>Consolidating Unit</li> <li>Test (1)</li> <li><b>ISU based on short story (Comprehension test and oral activity)</b></li> </ul>
18-21 déc 7-11 jan (9 jours)	6 <b>Je suis unique</b>	<ul style="list-style-type: none"> <li>to assess personal strengths and weaknesses, to reflect on past and future development of personal skills needed for community service</li> <li>to explore extra-curricular activities and volunteer work opportunities</li> <li>to apply for a volunteer job</li> </ul>	<ul style="list-style-type: none"> <li>Renforcement des adjectifs</li> <li>Renforcement des mots interrogatifs</li> <li>Le futur simple</li> <li>Augmentation de la banque de vocabulaire personnelle</li> </ul>	<ul style="list-style-type: none"> <li>Listening (1)</li> <li>Oral (1)</li> <li>Reading (1)</li> <li>Language knowledge quizzes</li> <li>Consolidating Unit</li> <li>Test (1)</li> </ul>
11-28 jan	<b>Examens</b>	<ul style="list-style-type: none"> <li>Review vocabulary and language conventions learned throughout semester</li> </ul>	<b>Bonne Chance</b>	<ul style="list-style-type: none"> <li>Reading Exam</li> <li>Listening Exam</li> <li>Oral Exam</li> <li>Writing Exam</li> </ul>

## **Culminating Project**

At RH King one of our unique features is a focus on independent learning, or culminating projects. This serves as 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 this task is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic under study. 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 culminating projects.

## **Learning Skills**

On each Ontario secondary school report, students are evaluated according to two factors: achievement in course work (a number mark) and development of learning skills (a letter mark). Six different skills are assessed:

1. **Responsibility**
2. **Organization**
3. **Independent work**
4. **Collaboration**
5. **Initiative**
6. **self-regulation**

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

**E** for **excellent**  
**G** for **good**

**S** for **satisfactory**  
**N** for **needs improvement**

Employing these six learning skills helps students fulfill vital course expectations and achieve academic success. They also shape the work habits needed to succeed later in both post-secondary education and the world of work.

## **Basic Student Behaviour Expectations at R. H. King**

1. Always come to class prepared. Students should have their binder, textbook, cahier, writing materials, agenda, and dictionary (optional).
2. Arrive punctually to class and be ready to work when the teacher begins the lesson.
3. Be in proper uniform.
4. Complete daily homework tasks.
5. All absences require the submission of a parental/guardian note to explain the absence within 24 hours of the student's return. In the event of a foreseen absence, the student should notify the teacher as soon as possible to negotiate an alternative date to recover missed work and/or evaluations. If the student's absence is unexplained, the student will not be extended the opportunity to recover missed work and/or evaluations.
6. Respect and tolerance towards the teacher and all classmates are essential to ensuring a safe and inclusive learning environment.
7. The use of cell phones/electronic devices is not necessary for the success of students in a language course

## **Specific French Classroom Expectations**

French must be the language of communication in class, so students can practise speaking in French and consistently hear French spoken. Students must therefore make a consistent and sustained effort to use the language of instruction in the French class. Simply put, the more students actually use French, the more they will develop competence and confidence in the language.

## Teaching/Assessment & Evaluation Strategies

A range of instructional strategies will be used to address the variety of student needs (e.g. Direct/Indirect/Interactive Instruction, Experiential Learning and Independent Study)

Some students may be counselled individually by the teacher at the beginning of the semester as to their preparedness for course.

Assessments FOR, AS & OF Learning		
<p><b>For</b> Assessment <b>for</b> 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.</p>	<p><b>As</b> Assessment <b>as</b> 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.</p>	<p><b>Of</b> “Assessment <b>of</b> 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.”</p>

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
- essays, 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

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**Work completed during the semester:  
70% of the Final Mark**

Oral Communication.....	20%
➤ Oral Evaluations (15%)	
➤ Active communication (5%)	
Listening.....	15%
Reading.....	20%
➤ Reading Evaluations (15%)	
➤ Literature ( <b>ISU</b> ) (5%)	
Writing.....	15 %
➤ Quizzes (5%)	
➤ Unit Tests (10%)	

**Summative Evaluations:  
30% of the Final Mark**

Towards the end of the semester, you will prepare for the course’s culminating activities. These consist of 4 exams; 3 will take place in-class, 1 in the formal exam period. Each of the four exams counts for ¼ of the total final exam mark of 30% :

Reading exam	<b>7.5%</b>
Listening exam	<b>7.5%</b>
Oral exam	<b>7.5%</b>
Writing exam	<b>7.5%</b>

**Please Note that although in-class exams take place during class time, they are still considered a summative evaluation and fall under R. H. King Academy’s Exam Policy.**

**Understanding Grades on Reports**

Marks found on a report card are based on the most consistent and the most recent level of achievement **to that point in time**. As a result, some course expectations and strands may not have yet been addressed. Consequently, students’ grades will most likely change by the end of the course.

Course : **FSF1D1**

Semester 1 – 2018/2019

We are fully aware of the expectations of the Modern Languages Department, the R.H. King Student Code of Conduct, as well as the TDSB policy on assessment and evaluation.

Student’s Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian’s Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Parent Contact info:** Tel./Cell no. \_\_\_\_\_ (easily reached during the school day)

e-mail address \_\_\_\_\_ Date: \_\_\_\_\_ Teacher’s Initials: \_\_\_\_\_