



<b>Course Name:</b> Core French, Grade 9	<b>Course Code:</b> FSF 1P/O1
<b>Pre-requisite:</b> None	<b>Course Destination:</b> Applied/Beginners
<b>School:</b> R.H. King Academy	<b>Department:</b> Modern Languages
<b>Instructor:</b> Mme Glow, Mme Takahashi	<b>Contact Info:</b> Moderns Department 416-396-5550 x20131

### Ministry of Education Course Description

This is a combined applied and introductory levelled course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

*The Ontario Curriculum – French as a Second Language – Grades 9 to12, Revised 2014, page 88.*

### Ministry of Education Overall Expectations

Strand	<i>By the end of FSF 1P/O, students will...</i>
<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>

### Course Materials

**Textbook:** *On parole!* and supplementary materials provided by the teacher

**Personal materials:** Students are expected to come to class with a binder, pen, pencil, and a dictionary (or an electronic device with 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 1P/O 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

Students will complete one independent study unit in French to demonstrate the development of their knowledge and understanding of the French language by means of the application of the content in Unit 3. The Independent Study project will be completed in the classroom with access to resources (binder, vocabulary lists and grammar reference) as well as partial support from teacher if required. This project will not be completed at home to discourage use of electronic translators contributing to ineffective communication in French. The Independent Study Unit aims to foster effective time-management strategies, as well as, organizational skills to accomplish a task independently while building diligence which is essential to experiencing success.

## Assessment and Evaluation Strategies

Units of Study				
Durée	Unité	Buts d'apprentissage	Contenu langagier	Évaluations
Feb. 3 <sup>rd</sup> – 24 <sup>th</sup>  <b>(13 days)</b>	Révision	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Answering simple questions</li> <li>• How to use a dictionary</li> <li>• Basic vocabulary: numbers, dates, weather, the classroom</li> <li>• How to properly structure a sentence</li> <li>• Active Communication in French while interacting in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Verbes réguliers au présent</li> <li>• Les verbes avoir, être, et aller au présent</li> <li>• La négation</li> <li>• Les phrases complètes</li> <li>• Les numéros</li> </ul>	<ul style="list-style-type: none"> <li>• Oral exercises</li> <li>• Listening and reading exercises</li> <li>• Diagnostic Test (listening, reading, and writing exercises)</li> </ul>
Feb. 27 <sup>th</sup> - Mar 31 <sup>st</sup> <b>(19 days)</b>	<b>Unité 1 :</b> Une nouvelle ville	<ul style="list-style-type: none"> <li>• How to describe oneself in terms of personality and physical appearance</li> <li>• Describing one's family and friends</li> <li>• Expressing one's preferences, school life and personal opinions</li> <li>• Explore past-times, sports, music, entertainment, and household chores</li> <li>• Discuss one's capabilities and responsibilities</li> <li>• Learning to invite others and negotiate social outings</li> </ul>	<ul style="list-style-type: none"> <li>• La description physique avec avoir et être</li> <li>• L'accord des adjectifs</li> <li>• Les verbes irréguliers vouloir, pouvoir et devoir</li> <li>• Les doubles verbes avec aimer, adorer, préférer, détester, pouvoir, vouloir, et devoir</li> <li>• Le futur proche</li> <li>• Les passe-temps, les tâches ménagères</li> </ul>	<ul style="list-style-type: none"> <li>• Oral assessments</li> <li>• Oral presentation</li> <li>• Listening assessment and evaluations</li> <li>• Unit Test (listening, reading, and application of writing skills)</li> </ul>
April 3 <sup>rd</sup> - May 3 <sup>rd</sup>  <b>(21 days)</b>	<b>Unité 3 :</b> Le voyage	<ul style="list-style-type: none"> <li>• Discuss Canada's provinces and territories and their geographical features</li> <li>• Discuss key tourist attractions, types of trips, and types of transportation</li> <li>• Planning a school trip</li> <li>• Expressing one's daily routine</li> <li>• Discussing details of a past trip and destination</li> <li>• Asking and answering questions about travel</li> <li>• Explore problem-solving strategies for travel (in case of illness p.79, budgeting for travel p. 95)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbes réfléchis au présent</li> <li>• Le pronom y</li> <li>• Le passé composé avec avoir et être</li> <li>• L'interrogation et les mots interrogatifs</li> <li>• Vocabulaire des préparatifs (p.73), symptômes (p.79) et description de la géo, la ville (p.85, 89)</li> <li>• Au resto : un menu offre des options de nourriture (p.94)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral assessments</li> <li>• Oral presentation</li> <li>• Listening assessment and evaluations</li> <li>• Unit Test (listening, reading, and application of writing skills)</li> <li>• Independent Study Unit : <b>(p. 103)</b> <b>Un photoreportage</b></li> </ul>
May 4 <sup>th</sup> – June 2 <sup>nd</sup>  <b>(21 days)</b>	<b>Unité 4 :</b> La danse	<ul style="list-style-type: none"> <li>• Explore music, dance and media (styles and influence on society)</li> <li>• Compare and assess different music genres and dance styles</li> <li>• Embrace cultural diversity in the arts</li> <li>• Express and justify a personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Renforcement des adjectifs pour décrire</li> <li>• Le comparatif et le superlatif</li> <li>• Les pronoms objet indirects (lui, leur)</li> <li>• Renforcement du présent, du passé composé et du futur proche</li> </ul>	<ul style="list-style-type: none"> <li>• Oral assessments</li> <li>• Oral presentation</li> <li>• Listening assessment and evaluations</li> <li>• Unit Test (listening, reading, and application of writing skills)</li> </ul>
<b>Semester 2 - In-class Exams : June 7<sup>th</sup> – June 14<sup>th</sup></b> <b>Final Exams: June 15<sup>th</sup> – 22<sup>nd</sup></b>				

**Assessment – For As & Of Learning**

<b>For</b>	<b>As</b>	<b>Of</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.	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.	“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.”

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

<b>Achievement Level</b>	<b>Percentage Mark Range</b>	<b>Achievement Level</b>	<b>Percentage Mark Range</b>
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

<b><u>Term Work (70%)</u></b>	<b><u>Calculation of Final Mark</u></b>
The weighting of evaluations during the term is according to the strands below:  ♦ 20% Oral Communication (5% participation, 15% oral evaluations) ♦ 20% Listening ♦ 15% Reading ♦ 10% Writing ♦ 5% Independent Study	<ul style="list-style-type: none"> <li>● 70% Term Work</li> <li>● 30% Summative Evaluations                             <ul style="list-style-type: none"> <li>♦ Listening Exam: 10%</li> <li>♦ Oral Exam: 10%</li> <li>♦ Writing/Reading Exam: 10%</li> </ul> </li> </ul>

**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**