



**NIAGARA ACADEMY
CORE FRENCH, GRADE 9, ACADEMIC
COURSE OUTLINE**

COURSE CODE:	FSF1D
DEVELOPED BY:	M. Chudyk, 2003
REVISED BY:	M. Chudyk, 2009, 2012, 2016, J. Bedard, 2018
DEVELOPED FROM:	The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014 (revised), http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html
PREREQUISITE:	Minimum of 600 hours of French instruction, or equivalent
COURSE DURATION:	110 hours
COURSE VALUE:	1.0 credits

COURSE DESCRIPTION AND RATIONALE

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.

OVERALL CURRICULUM EXPECTATIONS

A. Listening: By the end of this course, students will:	
A1.	Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
A2.	Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
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.

B. Speaking: By the end of this course, students will:	
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;
B2.	Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
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 situation.

C. Reading By the end of this course, students will:	
C1.	Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
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;
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.

D. Writing By the end of this course, students will:	
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;
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;
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.

COURSE CONTENT AND EVALUATION

Unit	Description	Evaluation	Hours
Unit One	<i>Une nouvelle ville:</i> 1A Les présentations 1B Les intérêts 1C Ma communauté	15%	20 hrs
Unit Two	<i>En routes vers les joutes!</i> 2A Le préparatifs 2B Dans l'autobus... 2C L'arrivée à Moncton	11%	18 hrs
Unit Three	<i>Voyage de géo canadienne</i> 3A Le préparatifs 3B En route! 2C On est arrivés!	11%	18 hrs
Unit Four	<i>La danse</i> 4A L'explosion hip-hop 4B Alors, on danse? 4C Bon courage!	11%	18 hrs
Unit Five	<i>Nouveau médias et créativité</i> 5A Le superhéros dans chacun de nous 5B Alors, on bavarde? 5C Une image vaut mille mots	11%	18 hrs
Unit Six	<i>Je suis unique!</i> 6A Le carrefour 6B La vie communautaire 6C Comment je suis unique!	11%	18 hrs
	Total Term Work	70%	110 hrs
Final Evaluation	Culminating Activity	10%	
	Final Exam	20%	
	Final Mark	100%	

Knowledge/Understanding	Thinking/Inquiry	Communication	Application/Making Connections
23%	25%	30%	22%
Oral presentations Group work Discussion Reflective writing Communication Visual displays Cloze work Correcting Editing Clarifying Defining Reading Organizing	Analyzing Tests Group work Discussions Brainstorming Reasoning Researching Exploring	Brainstorming Categorizing Group work Presenting Role playing Listening Reporting Arguing Drafting Revising Writing Summarizing Speaking	Assignments Scriptwriting creating Summarizing Comparing and contrasting Re-telling Explaining Forming opinions Publishing

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 32-33 of The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014 (revised), document (Website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html>).

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for 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. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student's 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. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

TEACHING AND LEARNING STRATEGIES

French should be the language of communication in class so that students have constant exposure to correct models of the language and many opportunities to speak in French. To help students improve their ability to interact in class, teachers can:

- use a deliberate pace while speaking French to ensure maximum understanding, explaining explicitly and in various ways to address the needs of all learners;
- give clear instructions by providing them orally and in writing, taking care to meet individual needs (e.g., numbering and labelling the steps in an activity);
- check often for comprehension using a variety of tools (e.g., thumbs up, thumbs down);
- allow sufficient response time when students are interacting in French;
- use a variety of strategies to selectively correct students' errors in speaking and writing;
- offer ongoing descriptive feedback so that students are aware of which areas need improvement;
- scaffold and observe independent practice, ensuring that all students are able to
- communicate in French in both familiar and new contexts.

Teachers can employ a variety of instructional strategies to support French language learners in their acquisition of French. For example, teachers can:

- design meaningful lessons and activities that are achievable by students and that take into account their background knowledge and experiences;
- provide frequent opportunities for collaboration and practice in pairs, small groups, and large groups;
- provide targeted instruction for students during shared or guided practice, in which they lead students to explore texts or concepts;
- have students listen to, read, or view mentor texts to help them decide what their final product might be;
- model various learning processes by demonstrating how to listen to, read, view, and interact with appropriate texts;
- contextualize new vocabulary through visuals, gestures, and written and oral texts;
- allow students to demonstrate their understanding of a concept in alternative ways (e.g., through visual art, songs, music, drama, reader's theatre);
- value and acknowledge the importance of students' literacy skills in other languages;
- encourage students to share information about their own languages and cultures with other students in the classroom.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

RESOURCES

- Tu parles! 1, RK Publishing Inc, 2015
- Tu parles! 1, cahier, RK Publishing Inc, 2015
- Tu parles : audio CD's, Unités 1 – 6
- Tu parles : vidéo
- C'est chouette 1: DVD et activité de compréhension
- C'est chouette 2: DVD et activité de compréhension
- C'est chouette 3: DVD et activité de compréhension
- Sans Frontières 9e
- Carte blanche Les vêtements, Les sports (vocabulaire)
- Pot-Pourri 1 et II (vocabulaire)
- YouTube : variety related to topics, songs

- Sans frontières, Pearson Educational Canada, 2000, ISBN 0201685000
- Sans frontières, Anthologie, 2000, ISBN 0-201-71108-7
- Sans frontières, Cahier, Pearson Educational Canada, 2000, ISBN 0201685019
www.fr.yahoo.com
- Variety of websites French-English dictionaries Dictionnaire Visuel
- Various publications by Maureen Chudyk, published by TralcoLingo Fun, (example: En route, 2001, ISBN 1-894738-17-9, La musique, 2003, ISBN 1-894738-95-0 Les médias, 2002, ISBN 1-894738-44-6)