



Bur Oak Secondary School

Course Outline for *Grade 9 Academic French*

MINISTRY COURSE CODE: FSF1D

French as a Second Language 9-12-REVISED 2014

DEPARTMENT: French and International Languages

CREDIT VALUE: 1.0

MINISTRY PREREQUISITE: 600 hours

DEPARTMENT HEAD: A. Tsatsos

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.

INSTRUCTIONAL APPROACHES

- Action-oriented approach with a focus on communicative language needs
- Inquiry-based, experiential, authentic tasks
- Differentiated, student-centered learning
- Oral language is foundational: Reading and Writing follow Oral language learning
- Focus on 21st century competencies: creativity, character, citizenship, critical thinking, communication and collaboration

Ministry Learning Expectations

A. LISTENING

- 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

- 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 situations

C. READING

- 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

- 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.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. **The Achievement Chart for *Grade 9 Academic French* will guide all assessment and evaluation. The final grade will be determined as follows:**

- **80%** based on Assessment OF Learning throughout the course
(including conversations, observations and products)
 - o KU 15%
 - o Thinking 20%
 - o Communication 20%
 - o Application 15%

- **20%** administered at or towards the end of the course.
 - o **CULMINATING TASKS (20%)**

Assessment and evaluation is divided into two important parts. The **grade** the student receives on a midterm or final report indicates achievement/ proficiency in Curriculum Expectations. A **level of competence** (*Needs Improvement, Satisfactory, Good or Excellent*) will be assessed and reported in the area of **Learning Skills and Work Habits:** Independent Work, Collaboration, Responsibility, Initiative, Self-

Regulation, and Organization. A credit is granted for this course when the student's grade is 50% or higher.

	COURSE CONTENT BY UNIT	ASSESSMENT FOR/AS LEARNING (diagnostic/formative)	ASSESSMENT OF LEARNING (summative)
	COURSE INQUIRY QUESTION: What makes me who I am?		
1	Je Me Présente <ul style="list-style-type: none"> · Inquiry Question: Who am I? · introduce self and have a conversation with peers in classroom setting · describe daily routine, pastimes and activities · review of previously learned structures, vocabulary and expressions 	-Daily spontaneous conversation in pairs and groups -Daily writing, reading and cultural activities	- Role play meeting someone new *JPE#1 - French Blog: Post #1 (Bio) and Post #2(Vlog)
2	Reading Unit (Vas-y Johanne! or other text) <ul style="list-style-type: none"> · Inquiry Question: How do I read and discuss my comprehension in French? · practice & develop reading and oral communication strategies · collaborate and discuss text in French literature circles 	-Exposure to authentic French conversations, videos, music and film -Games (kahoot, Quizziz, Quizlet)	- Literature Circles - Unit Test
3	Au Secours! <ul style="list-style-type: none"> · Inquiry Question: If I had a medical emergency in a French-speaking region how would I seek assistance? · describe body parts, illnesses and injuries · describe past events leading to medical problem and doctor suggestions for recovery · role play conversations at the doctor's office or in emergency 	-Formative Quizzes (vocab, grammar & structures) -DELFL diagnostic test A1	- 911 Call *JPE#2 - Doctor's Medical Report - Grammar Test
4	Mes Héros <ul style="list-style-type: none"> · Inquiry Question: What criteria determine which superheroes are the best? · describe and compare celebrities and super heroes from around the world · create a new superhero or villain that will appeal to teens · explain how superheroes inspire our lives 		- Blog Post #3: A new Superhero
	Culminating Tasks <ul style="list-style-type: none"> · during the final weeks of the semester 		Final 20% Culminating tasks
<p>*Due to the allocation of texts and number of course sections, units are not necessarily taught in this order. *Factors, such as time constraints and individual student needs, may require modifications to this course outline. *Class Resources: Google Classroom, <i>Sans Frontières</i>, <i>Tu Parles!</i> and <i>Connexions</i> textbooks, Leveled readers and texts, French-English Dictionary</p>			

Considerations for Program Planning

- Our goal is to cultivate inclusive environments and positive relationships that foster and support mental health and well-being.
- Our program is centred with an anti-oppressive framework, and considers multiple perspectives and identities.
- Assessment, instructional and environmental **accommodations** are provided to individual students as per their **IEP**.
- Similarly, **adaptations** for **English Language Learners** are provided based upon the student's level of language development, strengths and needs.
- The **CEFR** is used as a reference tool for planning, teaching and assessment related to curriculum expectations and to the interests, learning styles and preferences, needs and experiences of all students.
- Courses integrate the innovative use of **technology** and digital learning resources to enhance student learning experiences and improve student outcomes.
- The French program implements YRDSB **Modern Learning** strategies (Mindsets, Deep Learning, and Skills) and encourages students to engage in local and global issues through partnerships with other classes.
- French classrooms promote positive student **mental health and resilience**, and support the development of student learning skills and work habits.

