



## Bur Oak Secondary School

### Course Outline for *Grade 9 Open French*

**MINISTRY COURSE CODE: FSF10**

*French as a Second Language 9-12-REVISED 2014*

**DEPARTMENT: French and International Languages**

**CREDIT VALUE: 1.0**

**MINISTRY PREREQUISITE: None**

**DEPARTMENT HEAD: A. Tsatsos**

#### COURSE DESCRIPTION

This is an introductory 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.

#### 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 21<sup>st</sup> 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 Open 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 TASK (30%)**

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)
	<b>COURSE INQUIRY QUESTION: What has an influence on who I am?</b>		
1	<b>Faisons Connaissance</b> <ul style="list-style-type: none"> <li>● <b>Inquiry: How do I introduce myself &amp; get to know others?</b></li> <li>● salutations, introduce oneself; numbers</li> <li>● describe self using adjectives (personality, physical, être, les couleurs)</li> <li>● verbs - avoir, être</li> <li>● Francophone community in Canada - culture &amp; connections</li> </ul>	<ul style="list-style-type: none"> <li>- spontaneous conversation in pairs and groups</li> <li>- writing, reading and cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>- Quest</li> <li>- dialogue: Role play meeting someone new (JPE)</li> <li>- letter to penpal</li> </ul>
2	<b>Ma famille et mes amis</b> <ul style="list-style-type: none"> <li>● <b>Inquiry: How do I present others?</b></li> <li>● identify members of a family and friends &amp; describe others using adjectives</li> <li>● verbs - regular ER, IR and RE - present tense</li> <li>● Francophone community in Canada - culture &amp; connections</li> </ul>	<ul style="list-style-type: none"> <li>- exposure to authentic French conversations, videos, music and film</li> <li>- games (kahoot, Quizziz, Quizlet, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- family tree</li> <li>- introducing a friend/family member</li> <li>- activities of family members</li> </ul>
3	<b>Comment Faire, Accepter et Refuser une invitation?</b> <ul style="list-style-type: none"> <li>● <b>Inquiry: How do I make and respond to an invitation?</b></li> <li>● make and respond to invitations</li> <li>● express preferences (aimer/detester + verbes ER/ IR/RE in infinitif)</li> <li>● express info related to the time, date, etc.</li> <li>● verbs - pouvoir, vouloir et devoir</li> <li>● Francophone community in Canada - culture &amp; connections</li> </ul>	<ul style="list-style-type: none"> <li>- formative Quizzes (vocab, grammar &amp; structures)</li> </ul>	<ul style="list-style-type: none"> <li>- role play</li> <li>- invitation and announcement</li> <li>- Quest</li> </ul>
4	<b>Bon appétit!</b> <ul style="list-style-type: none"> <li>● <b>Inquiry: How do I order and describe a meal?</b></li> <li>● read a menu &amp; order food and drinks from a menu</li> <li>● describe and compare food and drinks</li> <li>● les articles, définis, indéfinis, partitifs; le comparatif</li> <li>● Francophone community in Canada - culture &amp; connections</li> </ul>		<ul style="list-style-type: none"> <li>- Role play at a restaurant</li> <li>- Restaurant review</li> </ul>
	<b>Culminating Tasks</b> - during the final weeks of the semester		Final 30% Culminating tasks
<p>*Due to the allocation of texts and number of course sections, units are not necessarily taught in this order.</p> <p>*Factors, such as time constraints and individual student needs, may require modifications to this course outline.</p> <p>*Class Resources: Google Classroom, <i>Discovering French</i> textbook, 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.