

**Forest Hill Collegiate Institute
Course of Study and Evaluation Statement**

Grade 9 French: Academic FSF 1D

Note 1: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in the *Growing Success 2010* document located at www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Note 2: Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations of The Ontario Curriculum, Grades 9 to 12: French As a Second Language – Core, Extended, and Immersion French, 2014, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html>

1. Course Details

- Program Area: French
- Course title: Core French, Grade 9, Academic (FSF1D). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): Minimum of 600 hours of French instruction or equivalent. A comprehensive review of elementary level French is given at the outset of the course.
- Textbook(s) and resource materials that are essential to the course: Original texts developed by teachers in the FHCI Department of Global Studies and Languages, distributed in photocopied format, which include dialogues and adaptations of stories from African folklore.

Un Voyage de Rêve: This text consists of dialogues that follow two grade 9 classes, one in Toronto and one in Cotonou, Benin, as they engage in various activities and plan and carry out an exchange over the course of the year.

The texts for each cultural unit include stories from African folklore, for example, for Benin three stories adapted from two books by Beninese author Raouf Mama, *Comment Caméléon devint source de sagesse* and *Zinsa et Zinhoué, les soeurs jumelles* (L'Harmattan, 2008).

The course includes a reference booklet with target grammar and vocabulary and also uses other French media as supports.

NB: French is the language of communication in class, so students can practise speaking in French and consistently hear French spoken.

2. 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.

• Ministry of Education Overall Expectations. By the end of the course, students will:

• in 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.

• in 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.

• **in 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.

• **in 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.

Units Studied and Language Structures:

This course aims to strengthen students' speaking, listening, reading and writing skills in French, as well as their critical and creative thinking and collaboration skills and global awareness. Students will become familiar with the French-speaking world outside of Canada and France, with an emphasis on French-speaking Africa.

The course includes regular oral practice with questions based on useful conversational vocabulary and structures.

The text is supplemented by audio-visual aids such as PowerPoint, videos and films.

*Enrichment includes a workshop on West African dance, drumming and singing during class time (**postponed at this time**)

Evaluations include oral interviews, written responses to readings, short videos, writing short paragraphs, writing journal entries about an imaginary trip to a Francophone country, oral presentations to the class, listening tests, and many other engaging and interactive projects.

Unité 1 (September-October): Cultural focus: Benin

This unit comprises a thorough review of grammar and vocabulary which students are expected to have learned in elementary school.

Topics include:

- present tense of verbs (regular verbs + *être, avoir, aller, faire, devoir, pouvoir, vouloir*)
- the imperative
- The *futur proche* (*aller* + infinitive)
- regular adjectives
- definite and indefinite articles (*le, la, l', les, un, une, des*)
- question words (*qui, que, qu'est-ce que, où, comment, pourquoi, quand, combien de*)
- subject pronouns (*je, tu, il, elle, nous, vous, ils, elles, on*)
- possessive adjectives (*mon, ma, mes, etc.*)
- demonstrative adjectives (*ce, cet, cette, ces*)
- à* and *de* + definite article
- weather
- time
- numbers and dates
- prepositions (*à, de, en, dans, sur, sous, devant, derrière, avant, après, à côté de, près de, etc.*)
- typing in French on a computer

Unité 2 (November-December): Cultural focus: Congo

- Grammatical concepts:
 - Conjunctions and other connecting words (*et, ou, donc, parce que, aussi, cependant, d'abord, puis, ensuite, finalement, etc.*)

- ❑ forms and agreement of irregular adjectives
- ❑ reflexive verbs (e.g., *se lever*): present tense only
- ❑ expressions involving participation in individual and group hobbies, games and sports
- ❑ other irregular verbs in the present and imperative (*prendre, mettre, sortir, partir, dormir, savoir, connaître, dire, écrire, ouvrir, voir, venir*)
- ❑ direct object pronouns: *me, te, nous, vous, le, la, les*

Unité 3 (January-February): Cultural focus: Senegal

- Grammatical concepts:
 - ❑ *passé composé* of regular and irregular verbs conjugated with *avoir*
 - ❑ verbs followed by a preposition and/or an infinitive
 - ❑ the *imparfait* of *être* and *avoir*
 - ❑ indirect object pronouns: *lui, leur*
 - ❑ higher numbers and names of years

Unité 4 (March-April): Cultural focus: Seychelles

- Grammatical concepts:
 - ❑ verbs conjugated with *être* in the *passé composé*
 - ❑ object pronouns: *y* and *en*

Unité 5 (May-June): Cultural focus: Madagascar

- Grammatical concepts:
 - ❑ the *futur simple*

Introducing the Ivory Coast this year....

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *Career Education*: Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are: *Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation*. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used during and at the end of each unit of study:

Oral: Formative assessment and summative evaluation will take the form of: listening exercises, class discussions, dictations, reading aloud and oral presentations.

Written: Formative assessment and summative evaluation will take the form of reading comprehension assignments, short writing assignments, multi-media projects, and traditional grammar tests.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in three strands, according to the weightings shown:

Oral Communication (listening and speaking)	Reading and Writing
60%	40%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

Oral Communication (listening and speaking)	Reading/Writing
<i>Communicative activities:</i> dialogues, skits, debates, interviews, group work, classroom interaction <i>Oral presentations:</i> diction, pronunciation, intonation, accuracy <i>Listening activities:</i> media works, songs, response in class, dictations <i>Language conventions:</i> oral/aural recognition and discrimination of structures and vocabulary	<i>Reading:</i> from the text and other sources <i>Comprehension:</i> responding to reading in written form through questions and answers, creating dialogues <i>Writing:</i> short compositions <i>Language conventions:</i> recognition and application of appropriate language structures and vocabulary, transformation and substitution exercises, expressing facts and personal opinion, revising/editing own work with help of teacher and other students

	<i>Test and/or quizzes:</i> measure skills based on grammar components taught and studied
45%	25%

Late submissions of assignments may be subject to a 10% deduction in the mark. Assignments not submitted by the time the assignments have been marked and returned may receive a mark of zero.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

Oral Communication (listening and speaking)	Reading/Writing
<i>Oral presentation:</i> in-class, based on a researched topic, assessing diction, pronunciation, intonation, vocabulary and grammatical accuracy of spoken French	<i>Written assessment:</i> assessing grammar, reading comprehension, and writing skills
18%	12%

11. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

Classroom expectations: In the first week of classes, students will be informed of classroom expectations. These include: respecting others and their ideas, one person speaking at a time, being on time for class, keeping an organized binder for notes, handouts, etc. bringing learning materials (including their French text and workbook) to each class, not bringing inappropriate items to class (electronics, food, gum, coats, hats), and keeping track of all assignments. Although students may find certain tasks challenging, they are also expected to participate in French in all oral, listening and written activities to the best of their ability.

12. Teacher Information

Teacher contact information for parents: French teachers may be reached by phone at the school (416-393-1860 x 20075)

Teacher communication with parents: Any concern a teacher has regarding a student, academically or other, will be brought to the attention of the parent(s)/guardian at an early date, so that the parents and teacher can work together to support student learning.