



Kipling Collegiate Institute

"Portas Ad Futura Aperimus - We open the doors to the future"

Course Name: **GR. 9 OPEN FRENCH**

Course Code: **FSF101**

Prerequisite:

[Curriculum Document](#)

Teacher: **K. Vujacic**

None

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.

STRANDS:

<p>Listening</p>	<p>A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p> <p>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.</p>
<p>Speaking</p>	<p>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;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>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.</p>
<p>Reading</p>	<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p> <p>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;</p> <p>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.</p>
<p>Writing</p>	<p>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;</p> <p>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;</p>

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.

ACHIEVEMENT CATEGORIES/STRANDS:	CALCULATION OF FINAL MARK:
Listening 25% Speaking 25% Reading 25% Writing 25%	Course Work = 70% Summative Evaluation = 15% Final Exam = 15%

ASSESSMENT & EVALUATION POLICIES:

Refer to the KCI Web Site <http://schoolweb.tdsb.on.ca/kiplingci> for Assessment, Evaluation and Reporting Policies as well as Academic Honesty, Late Policies, Attendance, and Code of Conduct.

ACADEMIC INTEGRITY:

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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Plagiarism will not be accepted whatsoever. Copying work from another person, even a classmate, is considered plagiarism. Submitting work with generative AI (ChatGPT etc.) is also prohibited. Using online translators to translate large chunks of text is considered plagiarism as well.

If a student is caught cheating or plagiarizing they will receive a phone call home, a referral to the Vice Principal, and a **mark of zero** on that assignment. They may be given a chance to redo the assignment after their first offense, but otherwise there will be no opportunity to make up that assignment.

MISSED/LATE ASSIGNMENTS:

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 judgment 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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If a student is absent for an evaluation, it is the student's responsibility to present a note to the teacher and arrange an alternate time for the evaluation to be completed. If a student knows they will miss an evaluation ahead of time, they are to **make arrangements in advance** with their teacher to complete the evaluation.

UNITS OF STUDY:

TIME FRAME	UNIT THEMES	LEARNING GOALS	ASSESSMENT OF LEARNING
Feb/March	Unité 1 : La Révision	Review the basics: numbers, weather, seasons, days, months, classroom vocabulary, question words, family.	Présentations – MOI (Oral presentation), Interview avec une Célébrité (Powerpoint) Test(s) – Review content quiz

		Review common verbs and French grammar rules.	Film – Intouchables
March/Apr	Unité 2: Moi-meme	Describing ourselves and others, speaking about daily life and routines, sports and hobbies. Present tense of regular and irregular verbs, reflexive verbs, regular and irregular adjectives.	Presentation(s) – Ma Routine Quotidienne (Word doc or Powerpoint) Test(s) – Quiz on present tense verbs and adjectives, listening quiz based on film, speaking evaluation on sports Film – Les Choristes
Apr/May	Unité 3: La Nourriture	Interpreting French menus and ordering food in a restaurant setting. Describing food and meals. Express food preferences. Partitive article.	Presentation – Distributrice Automatique (Word doc) Test(s) – Vocab and reading comprehension quiz Film – Ratatouille
May	Unité 4: La Francophonie	In-depth study of one francophone country from anywhere in the world. Research various aspects of the country such as: history, culture, language, food, clothing, etc.	Presentations – Les Pays Francophones (Powerpoint) Film – A Vos Marques... Party!
June	Unité 5: L'Activité Culminante et L'Examen Final	Multi-step project based on the film "A Vos Marques... Party!" After culminating presentations, students will receive an exam review package to prepare for their final exam.	Culminating Activity – Questions to answer based on the film, digital photo album/scrapbook based on characters in the film Exam Review Package – vocab, grammar structures to review