

RICHVIEW COLLEGIATE INSTITUTE
2016/2017

PROGRAM AREA: Modern Languages	COURSE NAME: Grade 9 Academic Core French
COURSE CODE: FSF1D	GRADE/LEVEL: 9
PREREQUISITE: Minimum of 600 hours of French instruction, or equivalent	CREDIT VALUE: 1

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 skills by using language learning strategies introduced in the elementary Core French program, and 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

Strand	<i>By the end of FSF 1D, students will.....</i>
Listening	<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>
Speaking	<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>
Reading	<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>
Writing	<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> <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.</p>

Textbook(s)/Resources:

Sans Frontières Cours Théorique
 Supplementary reading/writing/listening
 Relevant internet sites

Cost of Textbook/equipment replacement: \$35.00

Units of Study		
Time Frame	Title and Resources	Learning Goals
	Review	Students will <ul style="list-style-type: none"> Use French in daily classroom situations Tell time, numbers, days of the week, and months Describe their school schedule
Unit 1	Moi-même <ul style="list-style-type: none"> Sans Frontières Kirikou Couleur de Peau Miel 	Students will <ul style="list-style-type: none"> Describe themselves, their family, their bedroom and house Speak about past events in their life Speak about their daily routine
Unit 2	Mes amis et moi <ul style="list-style-type: none"> Quoi de Neuf? Neuilly Sa Mère Aya Youpingun 	Students will <ul style="list-style-type: none"> Extend, accept, refuse an invitation Negotiate plans with friends Use expressions of courtesy in social setting Compare slang
Unit 3	La culture populaire <ul style="list-style-type: none"> TV5 (La Minute Pop) Les bandes annonces 	Students will <ul style="list-style-type: none"> Express personal preferences to pop culture Compare artists/works of art/ media Budget for an outing Talk about future plans Compare and contrast pop culture in Canada to France
Unit 4	Les voyages <ul style="list-style-type: none"> Discovering French (Blanc) Online resources 	Students will <ul style="list-style-type: none"> Talk about past trips Plan a trip
Unit 5	La Nourriture <ul style="list-style-type: none"> Discovering French (Blanc) Online resources 	Students will <ul style="list-style-type: none"> Compare French menus vs. English Express opinions of culinary preferences Ask questions regarding food Order food in French

Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- teacher observation
- oral presentations, interviews
- essays, reports, letters, journals, creative writing
- media works
- quizzes, tests, examinations
- performance tasks, dramatic presentations
- critiques, reviews
- self-assessment, peer assessment
- check lists, rubrics
- questions and answers

Assessment – For, As & Of Learning: See page 31 of Growing Success for a more detailed description of Assessment

Components of the Summative Evaluation:	1. Oral presentation (15%) 2. Final Exam (15%)
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**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Achievement Categories/Strands	Calculation of Final Mark
Listening 25%	Term Evaluation: 70 % Summative Evaluation: 30 %
Speaking 25%	
Reading 25%	
Writing 25%	
The weighting of evaluate is by strand and the categories of the Achievement Chart are addressed in a balanced manner within the various tasks.	

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).