|  |  | **Course Outline and Evaluation Summary**  **Course Code FSF1D1** | |  |
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|  | Title of Course: Grade 9 Academic French | 416-395-3210 | |
|  | Department: Modern Languages |  | |

| **Course Description** |
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| Grade 9 Academic French FSF1D1  This course emphasizes communication and interaction with a focus on familiar topics related to students’ daily lives. Students will build on and apply their knowledge of French while exploring various themes, such as relationships, social trends and student life. Through their discovery of different aspects of culture in diverse French speaking communities students will develop a deep sense of intercultural understanding. Students will use peer and self-evaluations to identify strengths and areas of improvements as they actively engage in planning their next steps. |

| **Course Evaluation**  Course evaluations incorporate one or more of the achievement categories (KACT). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
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| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 17.5% | Reading | 30% | 15% | Culminating Tasks *Là où je...* |
| 17.5% | Writing |
| 17.5% | Speaking | 15% | Portfolio *La Francophonie* |
| 17.5% | Listening |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. Defaced or lost textbooks are the responsibility of the student and will need to be replaced. The cost of a replacement textbook is $75. |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed. Unauthorized use of online translation tools is considered plagiarism.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. If the work has already been returned to the class, the teacher may refuse to accept the late work. |

| **Course Assessment Tasks** | | | |
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| ***Unit/Topic/Strand*** | ***Big Ideas*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1:  **On s’entend bien!** | Je parle de moi.  Je pose des questions pour connaître les autres.  Je considère les sentiments des autres quand je communique.  Je fais des liens entre un pays francophone et le Canada.  *le pass*é *compos*é  *les expressions interrogatives*  *les adjectives*  *pouvoir + infinitif*  *les verbes pronominaux*  *l’imp*é*ratif* | Point de connexion:   * Listen to a new text and answer questions. * Prepare an oral message on the subject of your choice. * Read and compare two texts. * Write a text on the subject of good communication in the format of your choice. | approx. 20 classes |
| Unit 2: **A mon avis!** | J’exprime mes préférences et je donne des raisons.  Je considère les opinions des autres.  Je fais des liens entre un pays francophone et le Canada.  *l’imp*é*ratif*  *le comparatif et le superlatif*  *les adjectifs* | Point de connexion :   * Express your opinion of the subject of your choice. * Discuss with a partner a question of your choice. * Read a text on the subject of your choice and answer questions. * Write an opinion text, choose the format. | approx. 20 classes |
| Unit 3:  **Mes besoins, mes souhaits** | J’exprime mes besoins et mes souhaits. Je fais des suggestions.  Je considère les suggestions des autres.  Je trouve des solutions aux problèmes.  Je fais des liens entre un pays francophone et le Canada.  *pouvoir, vouloir, devoir, il faut, avoir besoin de + infinitif*  *les pronoms d’objets directs*  *le pronoms d’objets indirects*  *le pass*é *compos*é  *les adjectifs*  *le futur proche*  *le comparatif* | Point de connexion:   * Discuss with a partner on the subject of your choice. * Read a letter and show comprehension in the format of your choosing. * Write a text in the format of your choosing. | approx. 20 classes |
| Unit 4:  **J’examine les faits.** | Je décris les aspects positifs et négatifs d’une expérience.  Je reconnais des problèmes.  Je considère les faits.  Je tire des conclusions.  Je fais des liens entre un pays francophone et le Canada.  *le pass*é *compos*é  *l’imp*é*ratif*  *le futur proche* | Point de connexion:   * Listen to a text and choose the format to show your understanding. * Participate in a group discussion on a subject of the group’s choosing. * Read a familiar text and answer questions to show comprehension. * Write about an experience of your choosing. | approx. 20 classes |
| Unit 5:  **La Francophonie** | Je fais de la recherche d’un pays francophone et du Canada  (les personnes , la nourriture et les cultures des pays francophones à travers le monde).  *le pass*é *compos*é  *le futur proche*  *les adjectifs*  *l’imperatif*  *le comparatif et le superlatif* | Info-fiche: Mon pays francophone  Exposé: Un élément culturel d’un pays francophone bien connue  Carte Postale: Un voyage passé | tout au long de l’année |
| Culminating Task(s) | Je fais des liens entre moi et les personnes francophones (Là où je dors) | Vidéo: Là où je…  Scénario-Maquette: Plan de vidéo  Script: Là où je…  Notes: Écoute des présentations | 5-10 classes |