



THAMES VALLEY DISTRICT SCHOOL BOARD  
Oakridge Secondary School

COURSE OUTLINE 2018-2019

Course Name: French Academic, Grade 9 Extended

Course Code: FSF 1D6

Teacher(s): K. Ramsden

**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. For a more complete list of curriculum expectations, please visit: <http://edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

**The Grade 9 Extended Course**

This course meets all Ontario Curriculum expectations for the FSF1D1 course. In addition, it provides a more detailed extension of French language and culture topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program Pilot and the Grade 10 extended course.

Unit #	Unit and Time Allocation	Content and Expectations
1	<b>Unit One: Je vous présente</b> 5 weeks	<ul style="list-style-type: none"><li>▪ <i>Question centrale: In what ways is learning another language beneficial?</i></li><li>▪ an introduction to <i>La francophonie</i></li><li>▪ introductions</li><li>▪ descriptions</li><li>▪ activities</li><li>▪ invitations</li><li>▪ writing an email</li></ul>
2	<b>Unit Two: Voyage de géo canadienne</b> 4 weeks	<ul style="list-style-type: none"><li>▪ <i>Question centrale: How do travel experiences enrich us and shape our world view?</i></li><li>▪ school, food, and shopping in francophone regions</li><li>▪ travel preparations</li><li>▪ shopping and restaurants</li><li>▪ giving directions</li><li>▪ talking and writing about past events</li><li>▪ comparisons</li></ul>
3	<b>Unit Three: La culture francophonie</b> 4 weeks	<ul style="list-style-type: none"><li>▪ <i>Question centrale: How does the cultures of a country/region tell its story?</i></li><li>▪ exploring aspects of francophone culture across the world</li><li>▪ school clubs and planning courses</li><li>▪ asking and answering questions in spontaneous interviews about familiar activities</li><li>▪ talking and writing about future events</li><li>▪ using pronouns to avoid repetition</li></ul>
4	<b>Unit Four: Ma routine</b> 3 weeks	<ul style="list-style-type: none"><li>▪ <i>Question centrale: How do people stay healthy and maintain a healthy environment in various cultures?</i></li><li>▪ exploring health organizations in francophone regions</li><li>▪ daily routines</li><li>▪ not feeling well &amp; solutions</li><li>▪ surveying others about their daily routines</li></ul>
5	<b>Exams</b> 2 weeks	<ul style="list-style-type: none"><li>▪ exam preparation</li><li>▪ final summative in class evaluations</li></ul>

### **Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment **for** learning), helping to set learning goals and monitor their own progress (known as assessment **as** learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment **of** learning).

### **Evaluation/Weighting of Marks:**

- The final grade will be based on 70% term work and 30% culminating task(s).
- The term work is divided as follows: **Listening & Speaking 50%, , Reading: 25%, Writing: 25%**
- The culminating task(s) for the course include summative in class evaluations for listening, speaking, and reading as well as the written final examination.

### **Learning Skills and Work Habits Assessment:**

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility • Organization • Independent Work • Collaboration • Initiative • Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. ( e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.)

These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

### **Academic Dishonesty - Cheating and Plagiarism:**

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

**PLEASE NOTE THAT THE USE OF ONLINE TRANSLATORS IS A FORM OF CHEATING/PLAGIARISM. French-English dictionaries may be borrowed in class however students may wish to purchase a small pocket dictionary for use at home. Online dictionaries are a practical substitute. The use of on-line translators is not allowed.**

### **Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments will apply to major assignments.**

- Except in cases of long-term absence, absent students are expected to complete missed tests or evaluations upon return.
- An extension **in advance** of an evaluation deadline may be requested if you know that you will have a **legitimate excuse** to miss an upcoming due date. Extensions will not be given without reasonable advance notice except in emergency situations. \*Workload and/or computer issues are not considered emergency situations. A new deadline will be chosen for the evaluation. Late marks will apply after the new deadline

- No electronic devices (cellphones, mp3/Ipod, etc.) are to be used in the classroom unless otherwise indicated.

- I am always willing to give extra help. I am available at lunch or we can arrange additional help by appointment. Please contact me with any questions or concerns.

## GRADE 9 FRENCH (1D)

----- Please return the following portion to the teacher -----

**Student name:**

**Home phone number:**

\_\_\_\_\_

\_\_\_\_\_

**Primary** contact:

Parent/Guardian name:

Daytime phone:

\_\_\_\_\_

\_\_\_\_\_

regularly checked email: \_\_\_\_\_

**Secondary** contact:

Parent/Guardian name:

Daytime phone:

\_\_\_\_\_

\_\_\_\_\_

regularly checked email: \_\_\_\_\_

(If you have any questions, please write them below and I will contact you to address them.)

\_\_\_\_\_  
I have discussed the course outline with my parent(s)/guardian(s), reviewed the assessment and evaluation used in the course, and have emphasized the importance of attendance and punctuality. I will seek teacher assistance when needed and will strive to work to the best of my ability.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

