



**THAMES VALLEY DISTRICT SCHOOL BOARD
Oakridge Secondary School**

COURSE OUTLINE 2018-2019

Course Name: French Applied, Grade 9

Course Code: FSF 1P1

Teacher(s): C Ferguson

Textbook: Catenacci, F. et al. *Quoi de neuf?*, Pearson Education Canada, 2006.

Optional:

- **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.

Ministry Of Education Course Description:

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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 full list of curriculum expectations, please visit: <http://edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

Unit #	Unit and Time Allocation	Content and Expectations	Language Structures	Culminating Activity and/or Major Assignment
1	Unit One: Dans la salle de classe 4 weeks	<ul style="list-style-type: none"> ▪ Les expressions utiles ▪ Les objets ▪ Les besoins ▪ Les questions 	<ul style="list-style-type: none"> ▪ questions and question words ▪ regular present tense ▪ être, avoir, aller, faire 	For each unit students will complete the following evaluations : Une écoute Des structures langagières Une lecture Une tâche orale Une tâche écrite
2	Unit Two: Moi 3 weeks	<ul style="list-style-type: none"> ▪ Je me présente ▪ Ma famille ▪ Mes passe-temps 	<ul style="list-style-type: none"> ▪ adjectives ▪ modal verbs 	
3	Unit Three: J'achète 3 weeks	<ul style="list-style-type: none"> ▪ La nourriture ▪ Les courriels ▪ Le magasinage ▪ Les directions 	<ul style="list-style-type: none"> ▪ passé composé ▪ comparative ▪ superlative 	
4	Unit Four: Les plans 3 weeks	<ul style="list-style-type: none"> ▪ Les plans ▪ Les films / la télé ▪ Les dates 	<ul style="list-style-type: none"> ▪ futur simple ▪ y 	

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: 25%, Speaking: 25%, Reading: 25%, Writing: 25%**
- The culminating task(s) for the course is the final examination, which will be completed in 5 sections:
Listening 25%, Speaking 25%, Reading 25%, Written language structures 8 %, Written composition 17%

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.

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
- **At the beginning of each unit, I will indicate the quizzes, assignments, unit tests and presentations. As well, I will list structures to be covered. It is essential to review vocabulary and structures in order to be successful.**

- 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 (1P1)

----- 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

