



**Course Description/Rationale/Overview**

This course emphasizes communication and interaction with a focus on a 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 aspect of culture in diverse French-speaking communities student 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.

**Academic French FSF1D1**

**Enriched French FSF1D3**

While following the same curriculum as the academic course, the *delivery* of the enriched course is different. Students are expected to communicate fluently as the course is delivered entirely in French. Students are expected to demonstrate a high level of inquiry and complete self-guided work on expansion activities that emphasize literature, media studies, and higher-level communication.

**Assigned Class Materials**

Text: Connexions  
(Replacement cost \$60.00)

**\*\*Highly Recommended :**

- French / English Dictionary
- Verb Conjugation Reference

**Department Policies**

Late Assignments

Late assignments must be accompanied by a note signed by a parent/guardian stating the reason for late submission. The note must indicate the due date of the assignment and the actual date of submission. **Marks may be deducted for late assignments, up to and including the full value of the assignment.** [Growing Success: Assessment, Evaluation, & Reporting in Ontario Schools, Ministry of Ontario, 2010, p. 43.]  
**N.B. If an assignment is handed in after it has been taken up/handed back, it can no longer be accepted.**

Missed In-class Evaluations (Quizzes, Tests, Compositions, Presentations)

Students must consult ahead of time with the teacher and group partners (if applicable) to make up an evaluation that they will knowingly miss. In case of unforeseen reasons (i.e. illness), the student must bring a note signed by a parent or guardian and be prepared to complete the evaluation immediately upon return.

**Assessment and Evaluation tools**

Students will receive feedback & suggestions through:

- homework checks
- in-class observation and comments
- comments on rough work and process
- partner and group input
- correction of quizzes and tests
- taking up own practice exercises & review materials
- complete online exercises

Students may seek extra help by:

- using seatwork time effectively to ask questions
- making an appointment with their teacher

**Achievement Categories**

Knowledge/Understanding  
Thinking/Inquiry  
Communication  
Application

*N.B. These categories are embedded in balanced fashion in all activities and evaluations.*

**Curriculum Strands**

Listening  
Speaking  
Reading  
Writing

*N.B. All evaluations are organized according to these strands. Marks are determined as shown to the right.*

**Learning Skills**

Responsibility	Collaboration
Organization	Initiative
Independent Work	Self-Regulation

**Mark Breakdown**

**Year's Work: 70%**

Speaking	25%	Listening	25%
Reading	25%	Writing	25%

**Final Summative Evaluation: 30%**

Combination of culminating evaluations.



Evaluation Profile  
**Grade 9 Core French**  
 Academic/Enriched

**FSF 1D1/1D3**  
**Modern Languages**

Unit of Study	Content	Evaluation Methods	Weight
Unité 1 <i>On se présente</i>	Texts: <ul style="list-style-type: none"> <li>• la poésie</li> <li>• le texte fictif</li> <li>• la lecture guidée</li> <li>• le texte non-fictif (le rapportage)</li> <li>• le texte non-fictif (informatif)</li> <li>• les textes variés</li> <li>• les chansons</li> <li>• la stylistique des phrases</li> <li>• les stratégies de lecture indépendante</li> <li>• la bande dessinée</li> </ul> Skills: <ul style="list-style-type: none"> <li>• interpret listening exercises and oral presentations and videos</li> <li>• discuss themes</li> <li>• synthesize facts, statistics, survey results</li> <li>• perform spontaneous conversations/dialogues</li> <li>• read stories and articles (fiction and non-fiction)</li> <li>• discover stylistics and levels of language</li> <li>• express opinions, informally &amp; formally</li> <li>• write sentences, paragraphs, journal entries and postcards</li> </ul> Language: <ul style="list-style-type: none"> <li>• le présent</li> <li>• les verbes réfléchis</li> <li>• le passé composé</li> <li>• le futur</li> <li>• les pronoms objet</li> <li>• les adjectifs, le comparatif et le superlatif</li> <li>• les activités (jouer/faire)</li> </ul>	Listening Tasks (KACT)  Reading Tasks (KACT)  Writing Tasks (KACT)  Speaking Tasks (KACT)	<b>70%</b>
Unité 2 <i>Introduction à la Francophonie (d’Afrique et d’Asie)</i>			
Unité 3 <i>Les champs d’intérêts</i>			
Unité 4 <i>La routine journalière et les habitudes saines</i>			
Unité 5 <i>Les voyages</i>			
Unité 6 <i>Les plans pour l’avenir</i>			
Summative Evaluations	Portfolio (Reading and Writing summative) Speaking and Listening summative		<b>30%</b>