**Course of Study: Core French, Gr. 9 Academic (FSF1D1)**

**COURSE DETAILS:**

**Reference:** *The Ontario Curriculum, Grades 9 to 12: French as a Second Language – Core, Extended, and Immersion French, 2014*

**School Board:** Toronto District School Board

**School:** William Lyon Mackenzie C.I.

**Department:** International Languages/ESL

**Curriculum Leader:** Mark O’Brien

**Textbooks:** *Tu parles ! and other sources*

**Credit Value:** 1

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

**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.

**Overall Expectations**

By the end of this course, students will:

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| --- | --- | --- | --- |
| **Listening**A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies; A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences; 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. | **Speaking**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; B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences; 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. | **Reading**C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies; 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; 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. | **Writing**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; 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; 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. |
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**Expectations of Students**

* Come to class everyday on time.
* Come prepared everyday for class.
* Do all homework and hand all assignments and projects in on time.
* Participate in class in a cooperative and respective manner with partners and in groups.

**LEARNING SKILLS**:

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| --- | --- |
| **Assessment of Learning Skills’ progress is based on the five learning skill categories:** | **Learning Skills are evaluated using a four level key:** |
| * Works Independently
* Teamwork
* Organization
* Work Habits
* Initiative
* Self-regulation
 | E ExcellentG GoodS SatisfactoryN Needs Improvement |

**TEACHING/ASSESSMENT AND EVALUATION STRATEGIES:**

* Assessment and evaluation is done in accordance with the Provincial Achievement Charts.
* The overall goals will be assessed and evaluated according to categories of knowledge and skills as follows:

***Knowledge and Understanding.*** Subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding).

***Thinking.*** The use of critical and creative thinking skills and/or processes.

***Communication.*** The conveying of meaning through various forms.

***Application.*** The use of knowledge and skills to make connections within and between various contexts.

* The types of assessments are: diagnostic, formative and summative.
* Instructional and evaluative strategies may include the use of group work, feedback, placement tests, exams, unit tests, quizzes, dialogues, projects, interviews, oral presentations, and a variety of writing forms.

**Accommodation/Modification**

* Teachers must use assessment and evaluation strategies which include accommodations and modifications to meet the needs of exceptional students as outlined in their Individual Education Plans (IEPs) or of ELLs.

**ACHIEVEMENT CHART**

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| --- | --- |
| **Course work 70%**  | * **Oral: speaking and listening 42%**
* **Written: reading and writing 28%**
 |
| **Exam 30%** | * **Oral: In-class exam 18%**
* **Written and Reading: Formal exam 12%**
 |
| **Total 100%** |  |

## FSF1D1 – Unit Plan

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| --- | --- | --- |
| **Unit 1** | ***Une nouvelle vie*** | **September/****February** |
| **Unit 2-3** | ***En route, voyages***  | **October****March** |
| **Unit 4** | ***La culture et les arts*** | **November****April** |
| **Unit 5** | ***Nouveaux medias et créativité*** | **December****May** |
| **Unit 6** | ***La vie communautaire*** | **January/****June** |

**Policy on Cheating and Plagiarism**

**Cheating**

Cheating is usually defined as the act of practising deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation context.

Examples include but are not limited to: using another student’s work on a test or any other evaluation; unauthorized use of electronic media to obtain answers during an evaluation or bringing unauthorized notes or notations into an evaluation.

**Plagiarism**

In the following scenarios both students are guilty of plagiarism:

• Student A completes an assignment, project, essay, etc.;

• Student A lends student B his/her work to use as a “guide” or “to get ideas”;

• Student B copies all or part of A’s work;

• Students A and B submit portions of work that are identical or very similar;

• Student A may or may not know Student B copied his/her work prior to submission

 to ensure a full understanding of academic honesty, students are expected to:

• seek clarification from teachers about actions that constitute plagiarism;

• consult the Library Research Guide for Students;

• seek assistance when their research skills need improvement;

• understand the penalties for academic dishonesty and plagiarism; and

• ensure that all their work is original and that they cite sources accurately and consistently.

**Consequences of Cheating and Plagiarism**

* Investigation of the act by the teacher
* Informing of the principal/vice-principal, the student, and the parent/guardian (if the student is under 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences
* Inclusion in a register kept in the main office of all students found guilty, which shall remain there until the student graduates
* A mark of zero and no opportunity to resubmit or make up the evaluation
* A possible suspension from school

**The Evaluation of Late and Missed Assignments**

Students are responsible for completing and submitting work for evaluation on time. They are responsible for being aware of each due date and the ultimate deadline which is the last opportunity to submit an assignment for evaluation.

Sufficient time and notice will be given for tests and for students to complete assignments. There are a number of strategies to be used to help prevent and/or address late and missed assignments which may be employed by the teacher as outlined in Growing Success page 43. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

**Missed Tests and Presentations**

If a student is aware that they will miss a scheduled test/presentation they must advise the teacher ahead of time and an alternate arrangement will be made between the student and teacher. On the day of the absence alternate arrangements will be made provided there is parental notification to the office and the teacher that the test/presentation will be missed. Professional judgment will be used by the teacher in determining the evaluation of missed tests and presentations.

**Test/Culminating Activities**

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| --- | --- | --- |
| Teacher Responsibilities | Student Responsibilities | Parent Responsibilities |
| -Inform students at least five school days in advance of a test or culminating activity. | -Know test or culminating activity dates, to prepare for them and to write the test on the set date.-Provide a note from a parent/guardian if the student is absent for a test. | -Notify the school and explain the legitimate reason for the student’s absence.-The student may be given another opportunity to write the test at a time designated by the teacher. Failure to provide a note may result in a mark of zero. |