Ontario eSecondary School
Course Outline
2022-2023

Ministry of Education Course Title: Core French, Grade 9	
Ministry Course Code: FSF1D	
Course Type: Open	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: French	
Course developed by: Audrey Bruce	**Date:** December 1st, 2022
Length: One Semester	**Hours:** 110
This course has been developed based on the following Ministry documents: 1. *The Ontario Curriculum: French as a Second Language grade 9*, September, 2015 2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)* 3. *Learning for All (2013)*	

COURSE DESCRIPTION/RATIONALE

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.

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

OVERALL CURRICULUM EXPECTATIONS

Listening
By the end of this course, students will:
1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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
By the end of this course, students will:
1.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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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
By the end of this course, students will:
1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
2. 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;
3. 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
By the end of this course, students will:
1. 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;
2. 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;
3. 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.

COURSE CONTENT

Unit	*Length*
Unit 1: Le Vocabulaire et la révision	27 hours
Unit 2: Moi même	27 hours
Unit 3: La Nourriture Française	27 hours
Unit 4: Voyager	24 hours
Culmination Project	4 hours
Exit Interview	1 hour
Total	**110 Hours**

UNIT DESCRIPTIONS

UNITÉ 1: Le Vocabulaire et La révision

In this unit, students will learn, practice and review French vocabulary. This unit will give students the tools they need and build a foundation that will set them up for success in the rest of the course.

UNITÉ 2: Moi Même

Students will practice using their vocabulary to both introduce and express themselves fluidly in a variety of ways. Through this lens, students will practice communicating in the past, present, and future tense. Students will use oral communication, listening, reading and writing in order to both interpret and respond to a variety of mediums.

UNITÉ 3: La Nourriture Française

In this immersive unit, students will be engaged in the French language through it's cuisine and culture. Students will learn and practice using basic food, kitchen, and cooking vocabulary to communicate their preferences, create short recipes, and engage with their peers. At the end of the unit, students will create a short cooking tutorial using the vocabulary they have acquired and practiced in this unit.

UNITÉ 4: Voyager

Here, students will have the opportunity to explore French through travel. They will use a variety of tools and participate in fun activities to practice using their vocabulary, oral and written communication, reading, inquiring, planning skills, and their imagination. In this unit they will participate in a virtual trip, practice interpreting through listening, and submit a final travel itinerary assignment.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with instructor which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with the subject teacher, or videos provided of a teacher or student demonstrating the

concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories in French and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Individual Activities
The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Learning Journal can be completed digitally or printed to be used by hand. In their learning journal students will find tasks, fill in the blanks, reflections, and a variety of additional tools to aid and support their learning. .

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing ,dialogue writing, recipe writing, and discussion posts.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well..

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g.,presentations, written submissions and/or tests that build towards and prepare students for the end-of-course exam and exit interview. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile,* so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ❑ Homework assignments
- ❑ Individual conference meeting
- ❑ Diagnostic tests and writing tasks
- ❑ Free-writing journal entries
- ❑ Outlining and planning sheets
- ❑ Completed Templates
- ❑ Fill in the blanks
- ❑ Editing Checklists
- ❑ Reflections
- ❑ Oral presentations & active Listening
- ❑ Expressive writing & discussing
- ❑ Tests & Exam
- ❑ Written projects & assignments
- ❑ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

  (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: Oral Quiz (video conference)	Students will have a dialogue with their teacher to demonstrate their new vocabulary and answer questions.	K, I, C, A	5%
Unit 1: Unit Test	Students will make use of vocabulary from the unit and the foundation of French build in the course to answer questions on the test.	K, I, C, A	12%
Unit 2: Vocabulary & Grammar Quiz	Students will answer questions on the quiz based on knowledge from unit 2. This test is structured around French conversation and dialogue.	K, I, C, A	5%
Unit 2: Oral Presentation and written submission	Students will introduce themselves, explain their likes and dislikes, hobbies, and activities. Students will do this using vocabulary from unit 1 + 2. This assessment includes both a written format and an oral presentation that is submitted via a recorded video.	K, I, C, A	12%
Unit 3: Carte Postale	Students will write a postcard to an imaginary penpal in one of the French speaking cultures we explored in our lesson. Students should complete the planning and organizational questions, followed by a rough draft, and then a final copy.	K, I, C, A	6%
Unit 3: Ma Recette	Students will create a short cooking tutorial. They should pick a meal they can create using the vocabulary we have learned in class. In the video tutorial, students will practice using the verbs and tools they have learned in French and include a step by step process.	K,I,C,A	12%
Unit 4: Virtual trip to Paris Quiz	Students will complete the quiz following their virtual trip to Paris. Students will answer questions about knowledge they acquired of the museums,	K,I,C,A	8%

	art works, vocabulary, and grammar they practiced.		
Unit 4: Ma Itineraire	Students will create a travel itinerary according to the provided instructions. Students are expected to research and choose a destination in a Canadian French speaking community.	K, I, C, A	10%

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culmination Project	A project that emcompases all that you have learned in the course.	SUM	20
Exit Interview	Students will participate in a video or phone call with their instructor and answer questions as they reflect on the course.	SUM	10

	Weight
Course Work	**70**
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	**30**
Culmination Project	20
Exit Interview	10

AFL/AAL/AOL Tracking sheet:

Unit 1: Le Vocabulaire et la révision

AAL	AFL	AOL
Learning Journal Worksheets	Diagnostic video conference	Oral quiz - video conference
Unit 1 Reflection		Unit 1 Test

Unit 2: Moi même

AAL	AFL	AOL
Learning Journal Worksheets	Verb conjugation practice quiz	Grammar & vocabulary quiz
Unit 2 Reflection		Presentation de soi - Oral presentation + written submission

Unit 3: La nourriture Française

AAL	AFL	AOL
Learning Journal Worksheets	Food & culture discussion post + feedback to one other post	Carte Postale
Unit 3 Reflection		Cooking tutorial video project + written submission

Unit 4: Voyager

AAL	AFL	AOL
Learning Journal Worksheets	Le verbe aller- email submission	Virtual trip to Paris quiz
Unit 4 Self made review package		Travel Itinerary Assignment
Unit 4 Reflection		

Finals

AOL
Culminating Project
Exit Reflection (video conference)

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local

classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ***Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.