# Ontario eSecondary School
# Course Outline
# 2023-2024

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| **Ministry of Education Course Title:** De-streamed French, Grade 9 | |
| **Ministry Course Code:** FRL1W | |
| **Course Type:** De-streamed | |
| **Grade:** 9 | |
| **Credit Value:** 1.0 | |
| **Prerequisite(s):** None | |
| **Department:** French | |

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| **Course developed by:**<br>Audrey Bruce | **Date:**<br>February 1st, 2024 |
| **Length:**<br>One Semester | **Hours:**<br>110 |

This course has been developed based on the following Ministry documents:
1. *The Ontario Curriculum: français de 9e année de 2023 (FRL1W)*
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

# COURSE DESCRIPTION/RATIONALE

Ce cours permet à l'élève de développer et de consolider les connaissances et les habiletés fondamentales en matière de lecture, d'écriture et de communication orale et visuelle. Tout au long du cours, l'élève améliore ses compétences en matière de littératie médiatique et de littératie critique, tout en développant et en mettant en pratique des compétences transférables, y compris la littératie numérique. L'élève établit des liens entre ses expériences vécues et la société, et elle ou il élargit sa compréhension de l'importance de la langue et de la littératie à travers le curriculum.

# OVERALL CURRICULUM EXPECTATIONS

### Generic expectations
To achieve the expected results defined in the  Ontario Language Planning Policy for French-Language Education , teaching staff take into account the following generic expectations:
- The student uses his knowledge of the French language and his ability to communicate orally in French to interpret information, express his ideas and interact with others.
- Students demonstrate their commitment to French-speaking culture by finding out about the cultural references of the French-speaking world, making them known, discussing them and using them in various situations.

### Domain  A.  Literacy Connections and Application
- **A1.** Transferable Skills - demonstrate understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity and entrepreneurship; independent learning; collaboration; communication; global citizenship and sustainability; digital literacy) are used in various contexts relating to the French language and literacy.
- **A2.** Digital media literacy - demonstrate and apply the knowledge and skills necessary to interact safely and responsibly in online environments, use digital and media tools to develop knowledge, and become a critical consumer and creator media .
- **A3.** Linking, Implementation and Contributions - apply language and literacy skills in interdisciplinary and integrated learning contexts, demonstrate understanding of diverse voices, experiences, perspectives, stories and contributions, including those of individuals, groups, communities and nations from First Nations, Métis and Inuit, and connecting these voices, experiences, perspectives, stories and contributions.

### Domain  B.  Fundamental notions of the language
- **B1.** Oral and non-verbal communication - use listening, oral and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts to satisfy a variety of intentions and address diverse recipients.
- **B2**. Fundamentals of reading and writing - demonstrate understanding of fundamental language knowledge and skills and apply this understanding when reading and writing texts.
- **B3.** Language learning in reading and writing - demonstrate understanding of sentence structure, grammar and linking words , capitalization, and punctuation , and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts.

### Domain  C.  Comprehension: Understanding and reacting to texts
- **C1**. Knowledge of texts - apply fundamental knowledge and skills to understand a range of texts , including digital and media texts , from authors with diverse identities, perspectives and experiences, and demonstrate understanding of textual organizers , text features and stylistic elements of a variety of speech forms and genres of texts .
- **C2.** Comprehension strategies - apply comprehension strategies before, during and after reading, listening and visual interpretation of a variety of texts, including digital and media texts, produced by authors from the international Francophonie and in particular from French Ontario, with diverse identities, perspectives and experiences, to understand and clarify the meaning of the texts.
- **C3.** Critical Thinking in Literacy - apply critical thinking skills to deepen understanding of texts and to analyze how a variety of perspectives and topics are conveyed and treated in various texts, including digital, media and cultural texts.

**Domain D. Writing: Expression of ideas and creation of texts**
- **D1.** Idea development and content organization - plan, develop ideas, gather information, and organize content to create texts, including media and digital texts, in various forms of discourse and on various topics.
- **D2.** Creation of texts - apply knowledge and understanding of a variety of speech forms and text genres, including model texts from French Ontario authors, to create, revise, edit and proofread their own texts using various media, tools and strategies, and analyze texts of their own creation.
- **D3.** Publication, presentation and reflection - select appropriate and effective media, techniques and tools for publishing and presenting final versions of texts, and analyze the treatment of various topics in their texts.

## COURSE CONTENT

| Unit | Length |
|---|---|
| Unit 1: Le Vocabulaire et littératie | 27 hours |
| Unit 2: Moi même | 27 hours |
| Unit 3: La nourriture et culture | 27 hours |
| Unit 4: Voyager au Canada et a l'étranger | 24 hours |
| Culminating Project | 4 hours |
| Exit Interview | 1 hour |

## UNIT DESCRIPTIONS

### UNITÉ 1: Le Vocabulaire et littératie

Unit 1 is focused on two core components, vocabulary and literacy. As for vocabulary, this unit will help you build a foundation that you can use throughout the rest of the course. Specifically we will look at basic vocabulary in the categories of; greetings and basic dialogue, numbers, colours, foods, animals, verbs, countries, and classroom objects. We will then use our vocabulary to look at conjugating verbs in the present tense. As for literacy, the unit will focus on types of texts, sentence structure, and digital media.

### UNITÉ 2: Moi Même

In this unit, you will take the foundation we built in unit 1 and continue to add onto it. This will help us build sentences that are more descriptive. You will acquire new vocabulary around hobbies, interests, countries, languages, and learn new verbs. By the end of this unit, you will be able to fluidly introduce, describe, and express yourself in a variety of ways. Through this lens, you will practice communicating in the present tense, and interpret meaning from verbal and nonverbal texts, as well as media texts. You will use oral communication, listening, reading and writing in order to both interpret and respond to a variety of mediums. As the final assignment, you will submit a video recording presentation and include a written submission of a self introduction. The submission will include a video presentation, a written final copy, a rough draft, and a brainstorming sheet.

### UNITÉ 3: La nourriture et culture

In this immersive unit, students will be engaged in the French language through different cuisines and cultures. Students will learn and practice using basic food, kitchen, and cooking vocabulary to communicate their preferences, create short recipes, and engage with their peers. Students will also reflect on the similarities and differences between other cultures and their own experiences. Specifically, students will make connections regarding traditions from indigenous and inuit communities, and learn about successful indigenous businesses in Canada. Students will also have an opportunity to practice cooking a traditional indigenous dish (optional). At the end of the unit, students will create a short cooking tutorial using the vocabulary they have acquired and practiced in this unit. Students practice literacy skills as they work with a combination of written, and media texts, and reflect on stylistic elements of a variety of texts.

**UNITÉ 4: Voyager au Canada et à l'étranger**

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. In their final assignment, students will have an option to select a community to explore. Students will chose, either an indigenous community in Canada or a French Speaking community In Canada.

# TEACHING AND LEARNING STRATEGIES

**In this course, students will experience the following activities**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

**Graphics/images** are visual representations of ideas/concepts. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

## 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.  These assessments are not for marks.
- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation**:  Assessment of Learning (AOL) 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, 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 learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

## ASSESSMENT ACTIVITIES

- ❑ Diagnostic tests and writing tasks
- ❑ Completed templates and graphic organizers
- ❑ Video assignment
- ❑ Reflections
- ❑ Oral presentations & active listening
- ❑ Tests
- ❑ True and false questions
- ❑ Definition questions
- ❑ Fill in the blank (e.g. with tables) questions
- ❑ Short answer questions
- ❑ Long answer questions
- ❑ Reflections
- ❑ End of unit conversations (google meets)
- ❑ Final exam

# EVALUATION

The final grade will be determined as follows:
- 70% 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.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student 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)

| | Weight |
|---|---|
| **Course Work** | **70** |
| Knowledge/Understanding (K) | 17.5 |
| Thinking/Inquiry (T) | 17.5 |
| Communication (C) | 17.5 |
| Application (A) | 17.5 |
| **Final** | **30** |
| Culminating Project (5K, 5T, 5C, 5A) | 20 |
| Exit Interview (2.55, 2.5T, 2.5C, 2.5A) | 10 |

## 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, T, 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, T, 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, T, 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, T, 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, T, 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,T,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, art works, vocabulary, and grammar they practiced. | K,T,C,A | 8% |
| 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, T, C, A | 10% |

## FINAL EVALUATIONS (30%)

| Evaluation Item | Description | Category | Weight |
|---|---|---|---|
| Culminating Project | A project that encompasses all that you have learned in the course. | K, T, C, A | 20 |
| Exit Interview | Students will participate in a video or phone call with their instructor and answer questions as they reflect on the course. | K, T, C, A | 10 |

## AAL/AFL/AOL TRACKING SHEET

**Unit 1: Le Vocabulaire et la révision**

| AAL | AFL | AOL |
|---|---|---|
| Learning Journal Worksheets | Discussion Post - Self introduction | Oral quiz - video conference |
| l'Alphabet - Audio recording | | Unit 1 Test |
| Unit 1 Reflection | | |

**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.