COURSE OUTLINE – French 9
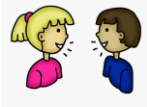
Course Overview & Expectations:

This course is designed to build upon the basics of French skills and give students more skills to communicate their ideas and opinions in French. Students will study themes that are relevant to real world issues and topics are presented so that students are able to create their own opinions and communicate them while thinking critically with their responses. The course will develop detailed reading, listening, writing and speaking skills in assessments and classroom activities.

Learning:

Through engaging with this course, students should UNDERSTAND that

Core French					
Listening and viewing with intent supports our acquisition and understanding of a new language.	We can express ourselves and talk about the world around us in a new language.	With increased fluency, we can participate actively in reciprocal interactions.	We can share our experiences and perspectives through stories.	Creative works are an expression of language and culture.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Concepts	Unit Title/Topic
Communicating personal choices can be a reflection of cultural expression.	**Communication**	Comment est ta communauté idéale ?
Choices in consumption allows for creative personal expression	**Creativity**	Mes besoins et envies
Personal engagement in hobbies and athletic activities facilitate connections with others	**Connections**	Le temps libre
Expression of personal point of view allows participation in a culturally important conversations.	**Culture**	Le Manoir de la dentiste

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
-derive meaning from a variety of texts -Use a range of strategies to support communication	Read a touristic brochure to focus on the features of a Francophone city Use body language, tone, similarities between languages
-Narrate stories, both orally and in writing - Engage in conversations about familiar topics - Exchange ideas and information using complete sentences, both orally and in writing	Describe the places in their neighborhood where they enjoy going Recording videos and audios of conversations
- Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions	Viewing a movie from Québec and reflecting on the identities and languages of Canadian youth

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Category Skill indicator	Examples
Thinking skills	Combine knowledge, understanding and skills to create original products
Social skills	Engage in classroom activities with classmates
Communication skills	Use appropriate forms of writing for different purposes, and speaking techniques (tone, volume, pace and intonation) to communicate to an audience
Self-management skills	Reflect on strengths and weaknesses in the 4 language acquisition competencies
Research skills	locate the appropriate information for translations

Assessment:

Throughout this course, students will demonstrate their learning...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment *as* learning, or assessment *for* learning. **Formative assessments could include;**	Summative assessment is assessment *of* learning. **Summative assessments could include;**
A: Listening	Listen to French songs and fill blanks in the lyrics	Watch Kirikou cartoon and answer questions
B: Reading	Completing missing information in pairs (student A talks with student B)	Presenting a fictional character in a recorded conversation in pairs
C: Speaking	Reading a restaurant menu to prepare an order	Read a postcard and answer questions
D: Writing	Making the portrait of a family member	Describing a weekly schedule

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.
https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf

Assessment Rubrics:

Capable Level
Criterion A: Listening

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies **basic** conventions in simple and some complex authentic texts iii. identifies **basic** connections in simple and some complex authentic texts.
3-4	The student: i. identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies **basic** conventions in simple and some complex authentic texts iii. identifies **basic** connections in simple and some complex authentic texts.
5-6	The student: i. identifies **most** stated information (facts and/or opinions and **supporting details**) in a variety of simple and some complex authentic texts ii. **interprets** conventions in simple and some complex authentic texts iii. **interprets** connections in simple and some complex authentic texts.
7-8	The student: i. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii. **analyzes** conventions in simple and some complex authentic texts iii. **analyzes** connections in simple and some complex authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies **minimal** stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies **basic** conventions in simple and some complex authentic texts iii. identifies **basic** connections in simple and some complex authentic texts.
3-4	The student: i. identifies **some** stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies **basic** conventions in simple and some complex authentic texts iii. identifies **basic** connections in simple and some complex authentic texts.
5-6	The student: i. identifies **most** stated information (facts and/or opinions and **supporting details**) in simple and some complex authentic texts ii. **interprets** conventions in simple and some complex authentic texts iii. **interprets** connections in simple and some complex authentic texts.
7-8	The student: i. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in simple and some complex authentic texts ii. **analyzes** conventions in simple and some complex authentic texts iii. **analyzes** connections in simple and some complex authentic texts.

Criterion C: Speaking

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a **limited range** of vocabulary ii. uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii. uses pronunciation and intonation with **many** errors which **often** hinder comprehension iv. during interaction, communicates **limited** relevant information.
3-4	i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv. during interaction, communicates **some** relevant information.
5-6	i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii. uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv. during interaction, communicates **most** of the relevant information.
7-8	i. uses a **wide range** of vocabulary ii. uses a **wide range** of grammatical structures **generally accurately** iii. uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv. during interaction, communicates **all or almost all** of the required information **clearly and effectively**.

Criterion D: Writing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses a **limited range** of vocabulary ii. uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication iii. presents **some information** in a **recognizable** format using **some basic** cohesive devices iv. communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3-4	i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii. organizes information in a **recognizable** format using a **range of basic** cohesive devices iv. communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5-6	i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication iii. organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv. communicates **most** relevant information with a **sense** of audience and purpose to suit the context.
7-8	i. uses a **wide range** of vocabulary ii. uses a **wide range** of grammatical structures **generally accurately** iii. organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices iv. communicates **all or almost all** the required information with a **clear sense** of audience and purpose to suit the context.