

Course Profile

Extended French

Grade 9
Academic

• *for teachers by teachers*

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Acknowledgments

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Course Overview

Extended French, Academic, Grade 9

Identifying Information:

District: Eastern Ontario

Course Title: Extended French

Grade: 9

Course Type: Academic

Ministry Course Code: FEF1D

Secondary Policy Document: French As a Second Language - Core, Extended and Immersion, 1999

Publication Date: 1999

Credit Value: 1 **Department:** French As a Second Language

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Development Date: February 1999

Course Revisor(s):

Revision Date:

Additional Codes:

Description/Rationale

This course emphasizes the expansion of students' oral communication, reading and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations and oral presentations. They will read and write in a variety of genres (e.g. poems, articles and oral presentations). Throughout the course, five themes will be covered, many of which include cross-curricular activities and encourage the use of technology. Students will also study at least one short novel intended for a French speaking audience.

How This Course Supports The Ontario Catholic School Graduate Expectations

Students will be expected to speak, read, write and listen sensitively, and respond in French in light of Gospel values. They will be expected to be responsible citizens who respect the Catholic teachings of peace, justice and the sacredness of human life.

Unit Titles (Time and Sequence)

Unit 1	Sports, activités et loisirs	22 hours
Unit 2	Le monde qui m'entoure	22 hours
Unit 3	Le nouveau millénaire	22 hours
Unit 4	La jeunesse dans la francophonie	22 hours
Unit 5	Une étude de roman, toute une aventure	22 hours

Unit Organization

Unit #1: Sports, activités et loisirs

Time: 22 hours

Description:

This unit will cover three major themes: “Sportons-nous bien!”, “Les intérêts personnels” et “On s’amuse”. Students will review and reinforce structures and vocabulary previously taught as well as learn new ones. The three themes will focus on the skills and values that students develop in team activities, various hobbies and individual activities. This unit will culminate in the creation of a board game.

Ontario Catholic School Graduate Expectations: OCSGE 1d, 2a, 2d, 3a, 3f, 4a, 4e, 4g, 5a

Strands: Oral Communication, Reading, Writing

Overall Expectations: OCV.01D, 02D, 03D

REV.01.D, 02D, 04D

WRV.01D, 02D, 03D

Specific Expectations: OC1.01D, 02D, 03D, 04D, 07D

OC2.01D, 02D

RE1.01D, 02D, 03D

RE2.01D, 03D

WR1.01D, 02D, 04D

WR2.01D, 02D, 03D

Unit #2: Le monde qui m’entoure

Time: 22 hours

Description:

This unit will cover three major themes: “Vivre en harmonie”, “Ailleurs...”, and “Le sel et la lumière”. Students will cover some of the grade 9 language structures and vocabulary and use them in all three strands. The study of these themes will enhance the students’ sense of respect and belonging to God’s creation and emphasize their role in their immediate and larger community. They will also expand their appreciation of the francophone culture through the study and interpretation of different genres of text intended for a French speaking audience. Some aspects of Geography and History will also be appropriately integrated into this unit.

Ontario Catholic School Graduate Expectations: OCSGE 2d, 3c, 3e, 5c, 5d, 5e, 6e, 7f, 7g, 7i

Strands: Oral Communication, Reading, Writing

Overall Expectations: OCV.01D, 02D, 03D

REV.01.D, 02D, 03D, 04D

WRV.01D, 02D, 03D

Specific Expectations: OC1.01D, 02D, 03D, 04D, 05D, 06D, 07D, 08D

OC2.01D, 02D

RE1.02D, 03D, 05D

RE2.01D, 03D

WR1.01D, 02D, 03D, 04D

WR2.01D, 02D

Unit Organization

Unit #3: Le nouveau millénaire

Time: 22 hours

Description:

This unit will cover three major themes: “Le XXe siècle... je m’en souviens”, “Un nouveau mode de vie”, et “Plus ça change, plus c’est pareil”. Students will further their knowledge of new language structures and vocabulary through all three strands. Moreover, students will appreciate the enduring values of our Christian faith. Aspects of History, Technology and Arts will be integrated throughout the unit.

Ontario Catholic School Graduate Expectations: OCSGE 1d, 2b, 2e, 3b, 4b, 6c, 7b

Strands: Oral Communication, Reading, Writing

Overall Expectations: OCV.01D, 02D, 03D
REV.01.D, 02D, 03D, 04D
WRV.01D, 02D, 03D

Specific Expectations: OC1.02D, 03D, 04D, 08D
OC2.01D, 02D
RE1.01D, 05D
RE2.01D, 03D
WR1.01D, 02D, 05D, 06D
WR2.01D, 02D, 03D

Unit #4: La jeunesse dans la francophonie

Time: 22 hours

Description:

This unit will cover three major themes: “Les médias... quelle grande influence”, “L’école... C’est bien important”, et “On s’exprime : Chacun à sa façon!”. Students will research, understand and respect the habits and traditions of young people in the francophone world.

Ontario Catholic School Graduate Expectations: OCSGE 3d, 5e, 5g, 7e, 7f, 7g

Strands: Oral Communication, Reading, Writing

Overall Expectations: OCV.01D, 02D, 03D
REV.01D, 02D, 03D, 04D
WRV.01D, 02D, 03D

Specific Expectations: OC1.02D, 03D, 05D, 07D, 08D, 08D
OC2.01D, 02D
RE1.01D, 02D, 03D, 05D
RE2.01D, 02D, 03D
WR1.01D, 02D, 04D, 05D
WR2.01D, 02D, 03D

Unit #5: Une étude de roman, toute une aventure**Time:** 22 hours**Description:**

This unit will develop different strategies of novel study. Through various oral, reading and written activities, new structures and vocabulary will be reinforced. The themes of the novel studied are an appropriate vehicle for a major oral presentation. This part of the course may be done as a separate unit or in conjunction with one or more of the other units. It may also be used for an independent novel study.

Ontario Catholic School Graduate Expectations: OCSGE 2b, 2d, 3c, 4f, 5b, 5g, 7g.**Strands:** Oral Communication, Reading, Writing**Overall Expectations:**

OCV.01D, 02D, 03D

REV.01.D, 02D, 03D, 04D

WRV.01D, 02D, 03D

Specific Expectations:

OC1.02D, 03D, 05D, 07D, 08D

OC2.01D, 02D

RE1.02D, 04D, 05D

RE2.01D, 02D, 03D

WR1.01D, 02D, 03D, 04D, 05D

WR2.01D, 02D, 03D

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<p>During this course, students will:</p> <ul style="list-style-type: none"> • Answer questionnaires • Apply the writing folder process • Brainstorm • Create a game board, brochures, etc. • Discuss, debate and present a hypothesis on a topic • Express opinions • Follow instructions • Give oral presentations on specific topics • Interview and be interviewed • Listen and extract information • Present impromptu and prepared speeches • Read authentic and adjusted-to-level texts • Research • Use the computer to research topics and prepare presentation materials • Communicate with experts in a field/topic • Work in groups • Work individually • Write in a variety of genres (summaries, letters, articles, etc.) 	<p>The assessment plan will include the following:</p> <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Writing paragraphs • Research project(s) • Interviews • Writing folder (portfolio) • Brainstorming activities <p>Personal Communication:</p> <ul style="list-style-type: none"> • Track sheets • Self-assessment <p>Paper and Pencil Tests:</p> <ul style="list-style-type: none"> • Text comprehension • Language structures tests • Unit tests (if applicable) <p>Assessment tools will also include:</p> <ul style="list-style-type: none"> • Anecdotal comments, with suggestions for improvement • Correction codes • Informal/formal observation • Rubrics 	<p>The following resources are required to support teaching and learning:</p> <p>For Students:</p> <ul style="list-style-type: none"> • Dictionaries <ul style="list-style-type: none"> -français -français/anglais • French Bibles • “Le Verboscope” (Software) <p>Centre Pédagogique Franco-ontarien</p> <ul style="list-style-type: none"> • “Jeunesse Mag” - Addison Wesley Longman <p>For Teachers:</p> <ul style="list-style-type: none"> • <i>Entre amis 3</i> - Prentice-Hall • <i>Passages 3</i> - Addison Wesley • <i>Premiers poèmes</i> - National Textbook Company • <i>Rendez-vous à Gustavia</i> - Aquila • Vidéo - “L’homme qui plantait des arbres” ONF • “L’homme qui plantait des arbres”- Aquila • <i>Destination 3</i> - Copp Clark Pitman • <i>Messages et discours</i>, 9e année - Guérin • <i>Libre expression</i> - Guérin • Various news articles from La Presse, L’Express, L’Actualité • <i>D’ici et d’ailleurs</i>, Mondia • <i>Rencontres</i> - Morgan Kenney, D.C. Heath • <i>Destinations 5</i> - Copp Clark Pitman • <i>Tous ensemble - Altitude</i> - D.C. Heath <p>Human Resources:</p> <ul style="list-style-type: none"> • Guest speakers • Various community groups and activities • Word processing software

Evaluation of Student Achievement

A variety of methods and strategies should be included to provide students with opportunities to demonstrate the full range of their learning in the three strands. Methods, strategies and tools should allow teachers and students to collect information about student achievement of expectations related to the four categories of knowledge and skills. The following is a suggested outline of the methods, strategies and tools used in the assessment process.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Examination			
Knowledge/Understanding	25	Final Examination	30
Thinking/Inquiry/Problem Solving	25	- Oral Communication	10%
Communication	25	- Reading	10%
Application/Making Connections	25	- Writing	10%
Unit Oral Presentations			
Knowledge/Understanding	20	Unit Oral Presentations	25
Thinking/Inquiry/Problem Solving	20		
Communication	30	Unit Written Assignments	25
Application/Making Connections	30		
Unit Written Assignments			
Knowledge/Understanding	25	Major Oral and/or Written Projects	10
Thinking/Inquiry/Problem Solving	25		
Communication	25	Mid-Terms/Unit Tests	10
Application/Making Connections	25		
Major Oral and/or Written Projects			
Knowledge/Understanding	25	Course Grade	—
Thinking/Inquiry/Problem Solving	25		100
Communication	25		
Application/Making Connections	25		
Mid-Terms/Unit Tests			
Knowledge/Understanding	25		
Thinking/Inquiry/Problem Solving	25		
Communication	25		
Application/Making Connections	25		

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Coded Expectations

Oral Communication

Overall Expectations:

- OCV.01D listen and respond to spoken texts intended for a French-speaking audience;
- OCV.02D express ideas and opinions arising from class discussions, individual research, and personal interests;
- OCV.03D use appropriate language conventions during oral communication activities.

Specific Expectations:

- OC1.01D understand and follow instructions (e.g., how to play a game, how to collaborate on an activity);
- OC1.02D extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);
- OC1.03D demonstrate an understanding of spoken text by summarizing, role-playing, or expressing opinions;
- OC1.04D conduct an interview on a particular topic of interest;
- OC1.05D debate an issue (e.g., Do students have too much freedom?) relating to a topic under study;
- OC1.06D present an impromptu speech on a specific topic suggested by the teacher;
- OC1.07D create skits or dramatic scenes in pairs or small groups and present them to the class;
- OC1.08D prepare and present an oral narrative using visual cues (e.g., a sequence-of-events chart, a cartoon).
- OC2.01D recognize and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);
- OC2.02D use newly acquired vocabulary in conversations, narrations, and presentations.

Reading

Overall Expectations:

- REV.01D read and demonstrate an understanding of a variety of materials intended for a French-speaking audience;
- REV.02D extract information from authentic texts and apply it in relevant, everyday situations;
- REV.03D read literary works and other authentic texts and apply it in relevant, every day situations;
- REV.04D identify and understand language conventions used in their reading materials.

Specific Expectations:

- RE1.01D extract detailed information from a range of authentic materials (e.g., brochures, schedules, menus, and advertisements) to plan a specific activity (e.g., a journey, a meal);
- RE1.02D summarize the main ideas and supporting details found in short stories, articles, and short novels intended for a French-speaking audience;
- RE1.03D identify the writer's intent or point of view in songs and poetry;
- RE1.04D identify the main character, setting, plot, and climax of a story and write a paragraph describing those elements;

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- RE1.05D present a hypothesis relating to a topic under discussion and justify their conclusions.
 - RE2.01D recognize and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);
 - RE2.02D identify stylistic differences in various literary genres (e.g., the author's use of formal and informal language);
 - RE2.03D use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations:

- WRV.01D create short texts based on class discussions, individual research, or topics of personal interest;
- WRV.02D communicate ideas and opinions, using a variety of written forms, in structured and open-ended situations;
- WRV.03D identify and use appropriate language conventions in their written work.

Specific Expectations:

- WR1.01D write in a variety of genres (e.g., poems, letters, newspaper articles, journal entries, postcards, advertisements);
- WR1.02D create visuals and text (e.g., posters, brochures, collages, photo stories, comic strips) based on topics under study;
- WR1.03D write their own ending to a story read in class;
- WR1.04D write paragraphs, using clear introductory sentences, supporting arguments, and a conclusion;
- WR1.05D write a short critique of a book, a video, or a film;
- WR1.06D write informal letters or e-mail messages to French-speaking pen- or key-pals.

- WR2.01D recognise and use appropriate language structures (see language structures for Extended French, Grade 9, p. 33);
- WR2.02D revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.03D incorporate newly acquired vocabulary into their written work.