

# Course Profile

## Immersion French

Grade 9  
Academic

• *for teachers by teachers*

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## **Acknowledgments**

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## Course Overview

### Identifying Information:

**Course Title:** French immersion

**Grade:** Grade 9

**Course Type:** Academic

**Ministry Course Code:** FIF1D

**Publication Date:** 1999

**Credit Value:** 1.0

**Department:** French as a Second Language

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**Development Date:** February 1999

### Description/Rationale

This course enables students to expand their language knowledge and skills through the study of twentieth- century French North American literature and culture. Students will participate in oral communication, reading and writing activities as they study a novel and selected poems, short stories, legends, songs, films and newspaper articles from the French-speaking world in North America.

### How This Course Supports The Ontario Catholic School Graduate Expectations

The French Immersion Program fosters an appreciation of cultures and creates meaningful communication as students learn the structure and functioning of language. The study of language provides abundant opportunities for future career and educational planning. In this way, students become responsible citizens, respectful of the Catholic teaching. This program enables students to develop holistic and analytical thinking skills, sensitivity to other cultures and peoples and critical awareness of one's own culture in light of the Gospel values.

### Unit Titles (Time and Sequence)

Unit 1	Le merveilleux à l'ère du XXe siècle	24 Hours
Unit 2	Tout un monde à découvrir	24 Hours
Unit 3	Informons-nous, divertissons-nous!	24 Hours
Unit 4	Célébrons le folklore!	24 Hours
Unit 5	Notre continent et sa francophonie	14 Hours

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## Unit Organization

### Unit #1: Le merveilleux à l'ère du XXe siècle

Time: 24 Hours

#### Description:

In this unit, students will read and demonstrate their understanding and appreciation of a variety of French North American twentieth century legends and short stories. Students will apply appropriate strategies to read, understand, interpret and present information in light of the gospel values. They will also develop knowledge of French language vocabulary through grammar and punctuation. They will apply their learning in reading, writing and oral discussions and presentations. This unit will culminate in the presentation of an original legend.

**Ontario Catholic School Graduate Expectations:** OCSGE 1d, 2a, 2b, 2c, 3a, 3b, 4a, 4f, 5a, 5b, 5e, 5g, 7g.

**Strands:** Oral Communication, Reading and Writing

**Overall Expectations:** OCV.01D      REV.07D

OCV.02D      REV.08D

OCV.03D

OCV.04D

**Specific Expectations:** OC1.01D    OC2.09D    RE1.15D    RE2.20D    WR2.27D

OC1.02D    OC2.10D    RE1.17D    RE2.21D    WR2.28D

OC1.03D                      RE1.18D                      WR2.29D

OC1.05D

OC1.06D

OC1.08D

### Unit #2: Tout un monde à découvrir!

Time: 24 Hours

#### Description:

In this unit, students will read and demonstrate their understanding and appreciation of a French North American novel. Students will apply appropriate strategies to read, understand and interpret information and ideas. They will demonstrate understanding through a variety of responses, including discussion of the elements of literary works (such as figure of speech, idiomatic expressions). Character and theme analysis will emphasize the view of a Christ-centred person respectful of the diversity and interdependence of the world's peoples and cultures.

**Ontario Catholic School Graduate Expectations:** OCSGE 1h, 2b, 2c, 2d, 2e, 3a, 3c, 4f, 5b, 5g, 6c, 7g.

**Strands:** Oral Communication, Reading and Writing

**Overall Expectations:** OCV.02D      REV.05D      WRV.09D

OCV.04D      REV.08D      WRV.10D

WRV.11D

**Specific Expectations:** OC1.04D    OC2.09D    RE1.13D    RE2.17D    WR1.22D

OC2.10D    RE1.14D    RE2.21D    WR1.24D

OC2.11D    RE1.15D                      WR2.27D

WR2.28D

WR2.29D

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### Unit #3: Informons-nous, divertissons-nous!

Time: 24 Hours

#### Description:

This unit will provide students with samples of authentic written and audio-visual materials such as articles from newspapers, magazines, journals, electronic sources and the Internet as well as TV and radio broadcasts. Students will apply appropriate strategies to locate, read and understand information founded on the universal values of peace, justice and solidarity. They will also demonstrate their critical and ethical understanding through discussion and writing using Christian values. Students will further their knowledge of new language structures and vocabulary through all three strands.

**Ontario Catholic School Graduate Expectations** OCSGE 1d, 1e, 1h, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3f, 4a, 4b, 4f, 5a, 5b, 5c, 5e, 5g, 6b, 7a, 7b, 7d, 7e, 7f, 7g.

**Strands:** Oral Communication, Reading and Writing

<b>Overall Expectations:</b>	OCV.01D	REV.05D	WRV.09D		
	OCV.02D	REV.06D	WRV.10D		
	OCV.03D	REV.07D	WRV.11D		
	OCV.04D	REV.08D	RE1.12D	RE2.17D	WR1.22D
<b>Specific Expectations:</b>	OC1.02D	OC2.09D	RE1.13D	RE2.18D	WR1.23D
	OC1.03D	OC2.10D	RE1.14D	RE2.19D	WR1.24D
	OC1.04D	OC2.11D	RE1.16D	RE2.20D	
	OC1.05D			RE2.21D	
	OC1.06D				
	OC1.07D				
	OC1.08D				

### Unit #4: Célébrons le folklore!

Time: 24 Hours

#### Description:

In this unit, students will read and demonstrate their understanding and appreciation of a variety of French North American texts such as songs, hymns, prayers, poems, ballads and folk tales. Students will apply appropriate strategies to read, understand and interpret information and ideas, and will demonstrate understanding through a variety of responses including discussion of the elements of the texts, oral presentations, listening activities and written assignments. Students will participate in class prayers and liturgical celebrations.

**Ontario Catholic School Graduate Expectations:** OCSGE 1a, 1b, 1c, 1d, 1e, 1f, 1i, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 4a, 4b, 4f, 5a, 5b, 5c, 5g, 6c, 7b, 7d, 7e, 7f, 7g.

**Strands:** Oral Communication, Reading and Writing

<b>Overall Expectations:</b>	OCV.01D	REV.05D	WRV.09D		
	OCV.02D	REV.06D	WRV.10D		
	OCV.03D	REV.07D	WRV.11D		
	OCV.04D	REV.08D			
<b>Specific Expectations:</b>	OC1.02D	OC2.09D	RE1.12D	RE2.17D	WR1.22D
	OC1.03D	OC2.10D	RE1.13D	RE2.18D	WR1.25D
	OC1.04D	OC2.11D	RE1.14D	RE2.19D	WR2.27D
	OC1.05D		RE1.16D	RE2.20D	WR2.28D
	OC1.06D			RE2.21D	WR2.29D
	OC1.07D				
	OC1.08D				

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**Unit #5: Notre continent et sa francophonie****Time:** 14 Hours**Description:**

In this unit, students will study and appreciate a variety of aspects of French culture such as: geography, origin, traditions, dialects, and different accents of the native speaker. Students will express feelings and ideas with respect for and considerations of others. They will affirm the diversity and interdependence of the world's peoples and cultures. Through various oral, auditory and reading and writing activities, language structures and vocabulary will be reinforced.

**Ontario Catholic School Graduate Expectations:** OCSGE 1d, 1h, 1j, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3f, 4a, 4b, 5a, 5c, 5e, 6c, 7b, 7d, 7e, 7f, 7g.

**Strands:** Oral Communication, Reading and Writing

**Overall Expectations:** OCV.02D      REV.05D      WRV.09D

OCV.03D      REV.06D      WRV.11D

OCV.04D      REV.07D

REV.08D

**Specific Expectations:** OC1.01D      OC2.09D      RE1.12D      RE2.17D      WR1.23D

OC1.02D      OC2.11D      RE1.13D      RE2.21D      WR2.27D

OC1.03D

OC1.05D

## Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<p><b>During this course, students will:</b></p> <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• complete cloze items</li> <li>• complete guided reading</li> <li>• complete guided writing</li> <li>• complete homework</li> <li>• complete mnemonic devices</li> <li>• conference student to student and student to teacher</li> <li>• listen to guest speakers</li> <li>• memorize</li> <li>• perform peer teaching</li> <li>• practise with peers</li> <li>• present oral and written work</li> <li>• problem solve</li> <li>• read aloud</li> <li>• respond to readings</li> <li>• respond to thinking activities</li> <li>• role play</li> <li>• story tell</li> <li>• take notes</li> <li>• think aloud</li> <li>• use prompts</li> <li>• use the computer</li> <li>• use the library</li> <li>• use visual organizers</li> <li>• work in groups</li> <li>• work in pairs</li> </ul>	<p><b>The assessment plan will include the following:</b></p> <p>Performance Assessment</p> <ul style="list-style-type: none"> <li>• dictation</li> <li>• formal teacher observation</li> <li>• formal written assignments</li> <li>• informal teacher observation</li> <li>• peer conferencing</li> <li>• presentations</li> <li>• projects</li> <li>• roving conferencing</li> <li>• student-teacher interviews</li> <li>• wrap-up activities</li> </ul> <p>Personal Communication</p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• student observation</li> </ul> <p>Paper, Pencil Tests</p> <ul style="list-style-type: none"> <li>• standard tests</li> <li>• teacher-made tests</li> <li>• diagnostic teacher-made tests</li> </ul> <p>Assessment Tools</p> <ul style="list-style-type: none"> <li>• anecdotal comments</li> <li>• check lists</li> <li>• exemplars</li> <li>• learning rubrics</li> <li>• peer assessment</li> <li>• probe questions</li> <li>• rating scales</li> <li>• rubrics</li> </ul>	<p><b>The following resources are required to support teaching and learning:</b></p> <p>For students</p> <ul style="list-style-type: none"> <li>• Bescherelle = L'art de conjuguer</li> <li>• Code 001 manuel et cahier - Y. Bellemare, Hurtubise</li> <li>• Contes et légendes du Québec</li> <li>• Dictionnaire Français</li> <li>• French Bible</li> <li>• La grammaire à l'oeuvre</li> <li>• Lettre de Chine - Éditions Pierre Tysseyre</li> <li>• Passeport pour la grammaire française</li> <li>• Petit code</li> <li>• Vincent et moi - Michael Rubbo, Québec-Amérique</li> <li>• Dictionnaire des expressions françaises et anglaises</li> <li>• Dictionnaire français-anglais</li> <li>• Messages et discours</li> <li>• Resource centre</li> <li>• Public library</li> <li>• Computer lab</li> <li>• Human resources</li> </ul>

## Evaluation of Student Achievement

<b>Knowledge/Skill Category Weighting</b>	<b>%</b>	<b>Course Grade Weighting</b>	<b>%</b>
<b>Final Examination</b>			
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25	Final Examination	30
• Communication	25	- Oral Communication 10	
• Application/Making Connections	25	- Reading 10	
<b>Unit Oral Presentation</b>		- Writing 10	
• Knowledge/Understanding	20	Unit Oral Presentation	15
• Thinking/Inquiry/Problem Solving	20		
• Communication	35	Unit Written Assignments	15
• Application/Making Connections	25		
<b>Unit Written Assignments</b>		Major Oral and/or Written Projects	20
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25	Mid-terms/Unit tests	20
• Communication	25		
• Application/Making Connections	25	Course Grade	100
<b>Major Oral and/or Written Projects</b>			
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25		
• Communication	25		
• Application/Making Connections	25		
<b>Mid terms/Unit Tests</b>			
• Knowledge/Understanding	20		
• Thinking/Inquiry/Problem Solving	30		
• Communication	20		
• Application/Making Connections	30		

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## Additional Information

### Course Notes

French is the only language to be used in this course. Teachers should be aware of the prior knowledge acquired in the previous years, and reinforce it and review it if necessary. Students will learn how to take notes and organize their notebooks and their time.

### OSS Policy Applications

The Ontario Curriculum  
Grades 9 and 10

French As a Second Language - Core, Extended and Immersion French  
1999

### Course Evaluation

Assessment and evaluation of student achievement provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. Teachers and principals should periodically review course content, instructional strategies and assessment procedures and make program changes needed to improve the achievement of their students. The use of rating scales, checklists and reflection probes are to be used to evaluate the effectiveness of the course.

### Assessment/Evaluation

<u>I. Personal Communication</u>	<u>Paper and Pencil Tests</u>	<u>Observation</u>	<u>Assessment Tools</u>
- Wrap-up activities	- Teacher-made tests	- Formal teacher observation	- Probe questions
- Student-teacher conferencing	- Diagnostic tests	- Informal teacher observation	- Anecdotal comments
- Parent-teacher conferencing	- Teacher-made oral/ written assignments		- Checklists
- Roving conferencing			- Teacher created tests
- Peer conferencing			- Rubrics

- II. Formal written exam (1.5 hour in length)  
Summative oral presentation (10 minutes minimum)

The final evaluation methods should provide opportunities for students to demonstrate achievement of expectations related to all four categories of knowledge and skills. Each strand is worth 30% of their final mark.

Note: This course grade is based on achievement only. Learning skills, effort, punctuality, and absences are not considered in the determination of the percentage grade. Learning skills are assessed and evaluated within each subject discipline, but are reported on separately.

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## **Accommodations**

The classroom teacher plays an extremely important role in the success of the exceptional pupil within the classroom. By being knowledgeable about the student's background, current abilities, strengths and potential areas of educational and social needs, the teacher can set the stage for success. Successful integration includes:

- an encouraging and supportive classroom environment where the student feels he or she is a valued member of the class;
- a classroom that promotes opportunities to contribute, participate, make choices, cooperate, make friends, be successful and take risks and that promotes feelings of belonging, being needed, respect, value, usefulness, happiness, freedom and confidence;
- planning, which involves ongoing communication among teachers, parents, resource staff, students, agencies and associations where appropriate;
- ongoing assessment as a reflective process.

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## 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

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- 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;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;

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**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.

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## **Coded Expectations, Immersion French Academic, Grade 9**

### **Overall Expectations**

By the end of the course the student will:

- OCV.01D listen and respond to a variety of spoken texts and media works intended for a French-speaking audience;
- OCV.02D discuss ideas and opinions relating to topics being studied;
- OCV.03D understand simple statements spoken in the accent or the idiom of various French-speaking regions in North America;
- OCV.04D use appropriate language conventions during oral communications activities.

### **Specific Expectations**

#### **Listening**

By the end of the course the student will:

- OC1.01D extract the main ideas and secondary information from live or recorded speech (e.g., in videos, television programs, films, presentations by guest speakers);
- OC1.02D identify facts in oral descriptions and narrations (e.g., news reports);
- OC1.03D recognize that French is spoken with different accents depending on the region under study (e.g., Acadia, Louisiana).

#### **Speaking**

By the end of the course the student will:

- OC1.04D role-play interviews of people associated with the literature or culture under study or of a character in a film, video, or book;
- OC1.05D discuss ideas and opinions about topics relating to North American francophone culture;
- OC1.06D dramatize a scene from a reading selection (e.g., a novel, a play, a short story);
- OC1.07D present a monologue or an impromptu speech;
- OC1.08D retell a story, describing in particular the sequence of events.

#### **Application of Language conventions**

By the end of the course the student will:

- OC2.09D recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, pg. 42);
- OC2.10D use newly acquired vocabulary in conversations, narrations, and presentations;
- OC2.11D distinguish between English and French pronunciation and intonation.

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## Coded Expectations, Immersion French Academic, Grade 9

### Overall Expectations

By the end of the course the student will:

- REV.05D read a variety of materials intended for a French-speaking audience;
- REV.06D gather information for different purposes from a variety of sources and apply it in other contexts;
- REV.07D read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in North America;
- RE1.08D identify and understand language conventions used in their reading materials.

### Specific Expectations

#### Comprehension and Response to Text

By the end of the course the student will:

- RE1.12D summarize, orally or in writing, the content of a variety of texts they have read (e.g., newspaper or magazine articles, short stories, a legend, a novel);
- RE1.13D skim text for specific information;
- RE1.14D present a hypothesis based on their reading (e.g., that a certain issue will be resolved in a particular way) and justify their conclusions;
- RE1.15D identify the plot, setting, and characters in a story, and demonstrate how they are interrelated;
- RE1.16D identify the writer's intent or point of view in songs and poetry.

#### Application of Language conventions

By the end of the course the student will:

- RE2.17D recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, Page 42);
- RE2.18D recognize and understand stylistic devices (e.g., similes, metaphors, personifications);
- RE2.19D recognize that although some words have the same spelling in English and French, they have different meanings (e.g., *sensible* in French means “sensitive” in English);
- RE2.20D use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

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## **Coded Expectations, Immersion French Academic, Grade 9**

### **Overall Expectations**

By the end of the course the student will:

- WRV.09D communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context;
- WRV.10D write in a variety of forms, adjusting the language to suit the audience;
- WRV.11D identify and use appropriate language conventions in their written work.

### **Specific Expectations**

#### **Communication of Information and Ideas**

By the end of the course the student will:

- WR1.21D write multi-paragraph texts that include an introduction, the development of ideas through linking paragraphs, and a conclusion;
- WR1.22D write letters, e-mail messages, journals, and other texts of a practical nature (e.g., invitations, thank you notes, and shopping lists);
- WR1.23D write a short critique of a book, a video, or a film;
- WR1.24D use different forms of writing (e.g., exposition, description, narration) to suit the purpose of the task;
- WR1.25D produce a written assignment (a minimum of 500 words).

#### **Application of Language Conventions**

By the end of the course the student will:

- WR2.26D recognize and use appropriate language structures (see language structures for French Immersion, Grade 9, page 42);
- WR2.27D revise, edit and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.28D incorporate newly acquired vocabulary into their work.