

Course Profile

Core French

Grade 9
Applied

• *for teachers by teachers*

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Course Overview

Core French, Applied, Grade 9

Identifying Information: School:

District:**Course Title:** Core French, Applied**Grade:** 9**Course Type:** Applied**Ministry Course Code:** FSF 1P**Secondary Policy Document:** French as a Second Language, Grades 9 and 10**Publication Date:** 1999**Credit Value:** 1.0**Department:****Course Developers:**

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Development Date: March 1999**Course Reviser(s):****Revision Date:****Additional Codes:** Catholic Graduate Expectations

Description/Rationale

This course emphasizes the concurrent development of oral communication, reading and writing skills, using themes such as media. Students will expand their ability to understand and speak French through various activities. They will also read short stories, articles, poems and songs, and write brief descriptions, letters, dialogues and invitations. The use of technology in this course encourages students to access a wide variety of information effectively and with confidence and employ it in a manner which is consistent with gospel values. Students will use multimedia programs, spreadsheet programs, design software and computer-assisted learning modules. They will communicate with peers locally and globally through e-mail, etc.

How This Course Supports The Ontario Catholic School Graduate Expectations

This course nurtures and promotes the affirmation of different races, nations and cultures. The Catholic vision for educating the soul is to be rooted in the world view that Catholic education fosters the human search for knowledge as a lifelong spiritual and academic quest. The expectations for Catholic graduates, therefore, are described not only in terms of the knowledge and skills necessary to succeed in the world of work or post-secondary education, but in terms of values, attitudes and actions that adhere to the foundations of Catholic curriculum.

Unit Titles (Time and Sequence)

Unit 1	Vers la découverte de soi	22 hours
Unit 2	Bien dans sa peau	23 hours
Unit 3	Mes amitiés	22 hours
Unit 4	Mon style de vie	22 hours
Unit 5	Aux réseaux de la vie	21 hours

Unit Organization

Unit #1: Vers la découverte de soi

Time: 22 hours

Description

This unit focuses on the students' self-awareness, on their emotional and spiritual development and on identifying and building their strengths. The students will be encouraged to express their feelings, emotions and opinions through the discovery of one's self, peers, community, province and country. Important issues such as perception, impression, stereotyping and judgement will be discussed.

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

Strands: Oral Communication, Reading, Writing

Overall Expectations:

OCV.01, 03, 04, 05B

REV.06, 07, 08B

WRV.09, 10, 11B

Specific Expectations:

OC1.01P, 02P, 04P, 05P, 06B, 07P, 08P

OC2.09P, 10B, 12P

RE1.13, 14, 15P

RE2.15P, 16B, 17P, 18P, 19P, 20B, 21B, 22B

WR1.23, 25, 26, 27P

WR2.29, 31, 32B

Unit #2: Bien dans sa peau

Time: 22 hours

Description

This unit focuses on peer influences in students' lives. It takes a look at the importance of physical, emotional, psychological and spiritual conditioning and its link with positive attitude and self-motivation. It helps students understand and make wise choices in the areas of food and nutrition and make efficient use of time and stress management.

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

Strands: Oral Communication, Reading, Writing

Overall Expectations:

OCV.01, 03, 04, 05B

REV.06, 07, 08B

WRV.09, 10, 11B

Specific Expectations:

OC1.01P, 02P, 04P, 06B, 07P, 08P

OC2.09B, 10B, 11B, 12P

RE1.14, 15P

RE2.16B, 17P, 18P, 19B, 20B, 21B, 22B
WR1.23, 25, 26, 28P
WR2.29, 31, 32B

Unit #3: Mes amitiés

Time: 22 hours

Description

This unit focuses on the students' understanding of friendship, the communication of personality and interests and the reasons for choosing friends. Emphasis is put on human nature's need for acceptance and sense of belonging as important aspects for healthy relationships as well as conflict, conflict resolution and reconciliation. Students will have an opportunity to discuss their favourite social activities and the importance of correspondence in establishing lifelong friendship.

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

Strands: Oral Communication, Reading, Writing

Overall Expectations:

OCV.01, 03, 04, 05B
REV.06, 07, 08B
WRV.09, 10, 11B

Specific Expectations:

OC1.01P, 04P, 05P, 06B, 07P
OC2.09B, 10B, 11B, 12P
RE1.13, 14, 15P
RE2.16B, 17P, 18P, 19B, 20B, 21B, 22B
WR1.23, 24, 25, 27P
WR2.29, 32B

Unit #4: Mon style de vie

Time: 22 hours

Description:

This unit focuses on social, sportive and outdoor leisure activities, students' pastimes and extra-curricular activities which play an important part in their everyday lives. The students will also be encouraged to discuss the value of community service activities, associations and resources.

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

Strands: Oral Communication, Reading, Writing

Overall Expectations:

OCV.01, 03, 04, 05B
REV.06, 07, 08B
WRV.09, 10, 11B

Specific Expectations:

OC1.01P, 04P, 05P, 06B, 07P, 08P
OC2.10B, 11B, 12P
RE1.13, 14, 15P
RE2.16B, 17P, 18P, 19B, 20B, 21B, 22B
WR1.25, 26, 27P
WR2.29, 30, 31, 32B

Unit #5: Aux réseaux de la vie

Time: 21 hours

Description:

This unit focuses on the students' tastes and preferences for various television shows and methods of choosing, preparing and critiquing genres of TV and radio programming. It also takes a look at preparing, editing and critiquing media advertising in order to allow students to become educated media consumers. In addition, students will acquire knowledge of Canadian artists and entertainers.

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

Strands: Oral Communication, Reading, Writing

Overall Expectations:

OCV.01, 02, 03, 04, 05B
REV.06, 07, 08B
WRV.09, 10, 11B

Specific Expectations:

OC1.01P, 02P, 04P, 05P, 06B, 07P, 08P
OC2.09B, 10B, 11B, 12P
RE1.14, 15P
RE2.16B, 17P, 18P, 19B, 20B, 21B, 22B
WR1.25, 26, 27, 28P
WR2.29, 30, 31, 32B

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<ul style="list-style-type: none"> • Brainstorm to share ideas and explore new unit for content, understanding and vocabulary • Compile data to produce graphs and flow charts • Conduct surveys and complete a written report • Develop accuracy in pronunciation and intonation through presentation and pronunciation exercises • Develop auditory discrimination through listening activities, presentations and guest speakers • Express, share and validate opinions • Prepare and present dialogues • Produce and edit short written texts • Read and interpret instruction and written material • Research a topic • Use appropriate language structures in oral and written presentations • Use interviews to collect data 	<p>The assessment plan will include the following:</p> <p>Conferencing</p> <ul style="list-style-type: none"> • Student and teacher • Peer <p>Tests</p> <p>Standard tests</p> <ul style="list-style-type: none"> • Criterion-referenced achievement tests • Mid-term and final examinations • Quizzes, unit tests <p>Diagnostic tests</p> <ul style="list-style-type: none"> • Unit pre-tests <p>Performance Assessment</p> <ul style="list-style-type: none"> • Demonstration and exhibition • Formal written assignments • Graphic organizers • Presentations • Portfolio • Project • Role performances • Listening activities • Reading activities <p>Personal Communication</p> <p>Reflection/Observation</p> <ul style="list-style-type: none"> • Self-assessment • Peer-assessment • Learning logs • Wrap-up activities • Formal and informal observation • Student observation <p>Tools</p> <ul style="list-style-type: none"> • Portfolio • Rubrics: Checklists, marking schemes 	<p>For teachers:</p> <p>Textbooks</p> <p><i>Décollage (Tous ensemble)</i>, D.C. Heath Canada Limited, (1992)</p> <p><i>Destination 3</i>, Copp Clark Pitman Limited, (Mississauga: 1992)</p> <p><i>En Direct</i>, Prentice Hall Canada (Scarborough)</p> <p><i>Passages 3</i>, Addison-Wesley Limited (Don Mills: 1982)</p> <p><i>Vive le français 4</i>, Addison-Wesley (Don Mills: 1982)</p> <p>Other Publications</p> <p><i>Canadian Conference of Catholic Bishops Publication Branch Communication Plus 1 to 4</i>, Centre Éducatif et Culturel Inc. (Montréal: 1989)</p> <p><i>D'accord 1 & 2</i>, Addison-Wesley Publishers Limited (Don Mills: 1988)</p> <p><i>Improving French Pronunciation</i>, Centre Éducatif et Culturel Inc. (Montréal: 1973)</p> <p><i>Le français langue seconde par objectifs, niveau 1 & 2</i>, Guérin (Montréal: 1993)</p> <p>For students:</p> <p><i>Le journal des jeunes</i>, St-Boniface, Manitoba (10 publications per year)</p> <p><i>Jeunesse Mag et Lecture Jeunesse</i>, Copp Clark Pitman Ltd</p> <p><i>Collection Lire</i>, Aquila</p>

Evaluation of Student Achievement

According to the Ministry's Assessment Policy, the student's course grade is based on demonstrated achievement of course expectations. Learning skills, effort, punctuality and absences are not considered in the determination of the percentage grade. These are assessed and evaluated within each subject discipline but are reported on separately.

Thirty percent (30%) of the student's course grade will be based on the final evaluation which will be divided into the 3 strands: oral, reading and writing. The oral final evaluation will be worth 10% of the student's course grade, the reading 10% and the writing 10%. The oral component will be comprised of an oral evaluation which will include an interview, a listening evaluation and language conventions. The written component will include language conventions, reading comprehension and response to text.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final examination			
• Knowledge/Understanding	25	Final Examination	30
• Thinking/Inquiry/Problem Solving	10		
• Communication	35		
• Application/Making Connections	30		
Unit tests and/or mid-term examination			
• Knowledge/Understanding	25	Unit tests and/or mid-term examination	10
• Thinking/Inquiry/Problem Solving	10		
• Communication	35		
• Application/Making Connections	30		
Unit oral presentations			
• Knowledge/Understanding	15	Unit oral presentations	30
• Thinking/Inquiry/Problem Solving	20		
• Communication	35	Unit written assignments	20
• Application/Making Connections	30		
Unit written assignments			
• Knowledge/Understanding	30	Major oral and/or written projects	10
• Thinking/Inquiry/Problem Solving	25		
• Communication	15		
• Application/Making Connections	30		
Major oral and/or written projects			
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	35		
• Communication	20		
• Application/Making Connections	20		

Additional Information

Course Notes

Ongoing activities for the Core French class include listening to French songwriters, singers and poets to introduce the cultural aspect, and authentic short story, text and article reading with comprehension questions and summary writing. Pronunciation activities and brainstorming or reflective discussions on contemporary issues such as media, social justice and youth challenges will enhance the students French oral comprehension and communication. A compilation of language structure work cards, various Internet French activity sites and CD-ROM programs will help students apply their new skills and knowledge. Teacher-directed grammar lessons will be presented formally, and application will be ongoing within all activities throughout the course. The teacher should make

reference to the grade 9 Religion program and work collaboratively with the religion teacher. Success of the program relies on the teacher's presentation of Catholic values and teachings. (See Annexe A)

OSS Policy Applications

Teachers will refer to *The Ontario Curriculum Grades 9 and 10 French As a Second Language Core, Extended and Immersion French (MET 1999)* as well as the curriculum documents for Grades 4 to 8 French as a Second Language to review expectations outlined in this course and prior knowledge required for the students to be successful. It will be the responsibility of each teacher to review necessary language structures in order to give students the basis for a successful learning experience.

Course Evaluation

Assessment and evaluation of student achievement provide teachers with an opportunity to think critically about methods of instruction and the overall effectiveness of their program. Teachers 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 anecdotal notes are to be used to evaluate the effectiveness of the course.

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: Core French, Applied, Grade 9

Oral Communication

Overall Expectations

- OCV.01B listen and respond to short, structured texts;
- OCV.02B listen and respond to a variety of short, simple, non-structured media works;
- OCV.03B express ideas and opinions in short conversations and teacher-guided discussions;
- OCV.04B make oral presentations on a variety of topics;
- OCV.05B use appropriate language conventions during oral communication activities.

Specific Expectations

- OCI.01P understand and follow specific instructions;
- OCI.02P respond to spoken texts and media works by asking and answering questions and identifying the main ideas;
- OCI.03P listen to spoken texts and works in order to practise correct pronunciation, intonation, and expression;
- OCI.04P use complete sentences to produce short oral presentations (e.g., descriptions, reports, announcements);
- OCI.05P present prepared conversations in dialogues or dramatizations (e.g., simulating an interview, a television commercial);
- OCI.06P speak in French when working in collaborative and exploratory activities;
- OCI.07P share information and ideas to produce an oral presentation with classmates;
- OCI.08P prepare and give group oral presentations on topics under study, incorporating audio and visual aids;
- OC2.09P recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 22);
- OC2.10B use newly acquired vocabulary in conversation
- OC2.11P recognize particular vocabulary items used in Canada that are different from those used in other French-speaking regions (e.g., le dîner/le déjeuner, l'école secondaire/ le lycée);
- OC2.12P infer the meaning of unfamiliar words from verbal and non-verbal/visual cues (e.g., volume and tone of voice, facial expressions and gestures).

Oral Communication

Overall Expectations

- REV.06B read and demonstrate an understanding of a variety of simple texts;
- REV.07B read a range of simple texts to gather information and to expand their knowledge of the French language;
- REV.08B identify and understand language conventions used in their reading materials.

Specific Expectations

- REI.13P demonstrate an understanding of articles, short stories, and poems or lyrics (e.g., by asking and answering questions, presenting dramatizations);
- REI.14P read materials containing a brief text (e.g., brochures, advertisements) and develop the main ideas and some supporting details in a different context (e.g., radio announcements, class posters);
- REI.15P model ideas and formats from their reading to produce written work and oral presentations (e.g., a poster advertising an event, an interview with a historical figure).

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- RE2.16B recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 22);
- RE2.17P use reading strategies (e.g., context clues, visual cues) to determine the meaning of unfamiliar vocabulary and expressions;
- RE2.18P identify synonyms and antonyms of given words in written texts;
- RE2.19P observe the rules of pronunciation (e.g., liaisons, silent letters, correct accents) as they read aloud;
- RE2.20B read aloud with expression, changing intonation to reflect declarative, interrogative, and exclamatory sentences (e.g., Il fait très froid aujourd'hui. Comment vas-tu? Quelle réponse!);
- RE2.21B demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations);
- RE2.22B use French-English dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

Overall Expectations

- WRV.09B express ideas and opinions in short written texts;
- WRV.10B create short, simple written texts in structured and open-ended situations;
- WRV.11B identify and use appropriate language conventions in their written work.

Specific Expectations

- WR1.23P write a short descriptive paragraph, including an introductory sentence, development of main ideas, and a concluding sentence;
- WR1.24P write a letter that includes a salutation and an ending;
- WR1.25P create an invitation or a poster for an event, giving date, place, time, and other relevant details;
- WR1.26P write short texts (e.g., want ads, “for sale” signs), choosing vocabulary to suit the purpose;
- WR1.27P write short dialogues about a specific topic or activity;
- WR1.28P prepare and conduct a survey to gather information, and summarize the data in short sentences.
- WR2.29B recognize and use appropriate language structures (see language structures for Core French, Grade 9, p. 22);
- WR2.30B write a short dictated message, using correct spelling and punctuation;
- WR2.31B revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- WR2.32B incorporate newly acquired vocabulary into their written work.