

AFNorth International School
COURSE OF STUDY
Outline

EXTENDED FRENCH
Grade 9 Academic (FEF 1DF)

Fall 2008

COURSE DETAILS

This is the AFNorth International School Extended French 9 Course of Study Outline.

CURRICULUM POLICY DOCUMENT	French As a Second Language – Core, Extended, and Immersion French, 1999
SCHOOL BOARD	DND
SCHOOL	AFNorth International School
DEPARTMENT	World Languages
DEPARTMENT HEAD	
DEVELOPERS OF THIS DOCUMENT	
DATE OF DEVELOPMENT	Fall 2008
DATE OF REVISION	Fall 2009
COURSE TITLE	Extended French
COURSE TYPE	Academic
GRADE	9
COURSE CODE	FEF1D
CREDIT VALUE	1
PREREQUISITE(S)	Minimum 1260 hours of instruction in French, or equivalent

COURSE OVERVIEW

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. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

OVERALL EXPECTATIONS

The overall expectations for each strand have been taken from the Ministry of Education documents. Strands may be taught in an independent or an integrated manner.

STRAND: Oral Communication

Overall expectations

By the end of this course, students will:

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

STRAND: Reading

Overall expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of materials intended for a French-speaking audience;
- extract information from authentic texts and apply it in relevant, everyday situations;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Canada;
- identify and understand language conventions used in their reading materials.

STRAND: Writing

Overall expectations

By the end of this course, students will:

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

Note: Written forms should include paragraph writing.

Language Structures (Extended French - Grade 9 and 10)

Students should recognize and use these language structures in all three strands.

Nouns and Pronouns

- possessive pronouns (e.g., *le mien, la tienne, le vôtre, les nôtres*)
- demonstrative pronouns (*celui, celle, ceux, celles*)
- relative pronouns (*dont, où*)

Verbs

- use of the *imparfait* in past description (e.g., *Quand j'étais jeune, j'avais un ourson nommé Toupie.*)
- *futur simple* of *-er, -ir, -re* verbs and irregular verbs
- *conditionnel présent* of *-er, -ir, -re* verbs and irregular verbs
- present tense of reflexive verbs related to daily routines (e.g., *se lever, s'habiller*)
- *passé composé* of verbs conjugated with *être* (e.g., *rester, arriver*), including agreement of the past participle (e.g., *Elle est arrivée hier.*)
- use of the *subjonctif présent* of high-frequency verbs (e.g., *aller, faire, savoir*) with the impersonal expression *il faut* (e.g., *Il faut que je fasse mes devoirs ce soir.*)

Adjectives

- singular and plural, feminine and masculine of irregular adjectives (e.g., *gentil, fou, sérieux, vieux*)
- position and agreement of the adjective *tout* (e.g., *tout le monde, toutes les filles*)

Adverbs

- position of adverbs with affirmative and negative compound verbs (e.g., *Il a bien mangé. Elles ne sont pas souvent allées au festival.*)

Prepositions and Conjunctions

- conjunctions (e.g., *si, quand, lorsque, dès que, cependant, car, donc*)

COURSE OUTLINE

#	Unit Titles (Listed Sequentially)	Estimated Length Of Unit
1	La grammaire par l'intermédiaire de la littérature	20 hours
2	L'exploration des pièces de théâtre	25 hours
3	L'exploration des romans	30 hours
4	L'exploration du discours	10 hours
5	L'exploration des différents types d'écrits	20 hours

6	Independent Study (research project + in-class presentation) All FSE components must be completed to pass this course.	3 hours
7	Exam review	2 hours

ASSESSMENT AND EVALUATION

The following list of strategies may be considered for use. It is recommended that teachers use a variety of assessment and evaluation strategies with an emphasis on the practical. (“How can students demonstrate their learning, understanding or skills?”)

- *tests*
- *demonstrations*
- *presentations*
- *oral reports*
- *reviews (oral, written)*
- *portfolios*
- *report summations*
- *response journals*
- *exams*
- *debate*
- *creation of products (poster, pamphlet,...)*
- *quizzes*
- *individual or group projects*
- *research paper or project*
- *written or oral reflections*
- *graphic organizers*
- *interviews*
- *conferencing*
- *authentic learning tasks*
- *music, drama*
- *classroom discussions*
- *role – playing*

The following list of recording devices may be considered for tracking student progress and achievement of the learning expectations. (“What device can I use to track or record the students’ achievement and progress?”)

- *rubrics*
- *rating scales*
- *anecdotal records*
- *checklists*
- *self assessment*
- *peer assessment*
- *portfolios*

Continuous School Progress:

CONTINUOUS SCHOOL PROGRESS: AFNORTH INTERNATIONAL MIDDLE/HIGH SCHOOL'S CSP (CONTINUOUS SCHOOL PROGRESS) GOAL ONE IS, "ALL STUDENTS WILL IMPROVE THEIR READING COMPREHENSION SKILLS ACROSS THE CURRICULUM." GOAL TWO IS, "ALL STUDENTS WILL IMPROVE SKILLS IN MATHEMATICAL COMPUTATION." STANDARDIZED ASSESSMENTS, SUCH AS THE OSSLT, PSAT AND TERRA NOVA WILL BE USED TO IDENTIFY AREAS OF STRENGTHS AND WEAKNESSES AND TO ASSESS GROWTH AS WE CONTINUE TO STRIVE TOWARDS CONTINUED ACADEMIC IMPROVEMENT. SUCCESS OF ALL STUDENTS REQUIRES THAT INSTRUCTIONAL STRATEGIES TO IMPROVE READING COMPREHENSION AND MATHEMATICAL COMPUTATION BECOME A CONSISTENT AND INTEGRAL COMPONENT OF EACH COURSE TAUGHT AT AFNORTH INTERNATIONAL MIDDLE/HIGH SCHOOL.

REPORTING STUDENT ACHIEVEMENT

The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course. **It is suggested that there be a reasonable balance in the weighting of the 4 categories in the achievement chart: Knowledge and Understanding (25%), Thinking and Inquiry (25%), Communication (25%), and Application (25%).**
- 30% of the grade will be based on a summative evaluation administered towards the end of the course. **This summative evaluation does not need to be an exam. It may be one or a combination of: an exam; a performance; an essay or other rich assessment task.**

TEACHING STRATEGIES

Selections from the following list may be considered for use. It is recommended that teachers use a wide variety of teaching strategies in order to address the learning modes, styles and needs of our students.

• <i>cooperative learning</i>	• <i>field trips</i>
• <i>lectures</i>	• <i>guest speakers</i>
• <i>role play</i>	• <i>brainstorming</i>
• <i>media presentations</i>	• <i>peer editing/peer tutoring</i>
• <i>surveys</i>	• <i>learning centres</i>
• <i>home assignments</i>	• <i>writing varied short texts</i>
• <i>demonstrations</i>	• <i>debates</i>
• <i>interviews</i>	• <i>films and videos</i>
• <i>media reviews</i>	• <i>whole class reading</i>
• <i>computer activities</i>	• <i>character sketch</i>
• <i>silent reading</i>	• <i>class and group discussions</i>
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SUGGESTIONS FOR COURSE ACCOMMODATIONS

Selections from the following may be considered for use:

- *provide photocopies of overheads*
- *give extra time on a given task*
- *provide 1-on-1 explanations of a lesson*
- *pair the student with a study buddy*
- *provide a quiet place for work or study*
- *encourage drafts and give feedback*
- *set up a study plan with the student*
- *use alternative texts*
- *highlight key points on print materials*
- *model test-taking strategies*
- *use simple language and directions*
- *provide organizational tools*

Modifications will be specific to the student and based on the individual student's IPRC report.

Useful reference documents or sites:

<ul style="list-style-type: none">• Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000	<ul style="list-style-type: none">• Ontario Curriculum Unit Planner (Special Education Companion)
<ul style="list-style-type: none">• Dodea Foreign Language Educational Standards	<ul style="list-style-type: none">• Individual Education Plans: A Resource Guide for Core French Teachers. MLC, 1999
<ul style="list-style-type: none">• <i>Assess For Success: Assessment, Evaluation and Reporting for Successful Learning (OSSTF)</i>	<ul style="list-style-type: none">• Growing Success Ontario Ministry of Education 2007

RESOURCES

Selections from the following may be considered for use:

- Ontario Secondary Schools 9 to 12 – Program and Diploma Requirements 1999
- Program Planning and Assessment, 2000
- Ministry of Education and Training “Course Profile” (www.curriculum.org)

- Approved textbook:
 - ? Bourdeau, Michèle, Fran Catenacci, Robert Hart, and Michael Salvatori. *Anthologie: Nouvelles frontières 10e*. Pearson Education Canada Inc., Toronto, Ontario, 2003 (ISBN 0-201-74821-5 and 0-201-74822-3)

- *Additional school resources:*

<i>Anthologie Nouvelles frontières 10</i> Addison Wesley
Copp Clark <i>Destinations 4</i>
<i>Le Fantôme de l’Opéra</i> – Gaston Leroux (adaptation)
<i>Le Petit Nicolas</i> – Goscinny et Sempé
<i>L’homme qui plantait des arbres</i> - Jean Giono
<i>Sans frontières: Anthologie 9e</i>
<i>Rencontres</i> – Morgan Kenny
Guide du savoir-écrire ISBN 2-89430-381-5