



Français 9 Course Outline

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Room: C112

In French 9, students will learn skills and content in the four main areas of language learning: SPEAKING, LISTENING, READING and WRITING through a variety of themes, including: myself (school, family, home and interests), clothing & shopping, film, food, grocery shopping, and francophone culture.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of French.	We can have meaningful conversations in French about things that are important to us.	We can share our experiences and perspectives through stories .	Francophone creative works are expressions of Francophone cultures.	Acquiring French provides opportunities to explore our own cultural identity from a new perspective.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between French letter patterns and pronunciation Derive meaning from a variety of texts Use a range of strategies to support communication Seek clarification of meaning Engage in conversations about familiar topics Exchange ideas and information using complete sentences, both orally and in writing Narrate stories <p>Personal and social awareness</p> <ul style="list-style-type: none"> Explore and share information about connections between indigenous communities and the French language Explore ways in which Francophone cultures are expressed through creative works Explore cultural practices and traditions in various Francophone regions, and their role in identity Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions Explore the importance of story in personal, family, and community identity Engage in experiences with Francophone communities and people 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> French letter patterns commonly used vocabulary and sentence structures for communication in past, present, and future time frames: <ul style="list-style-type: none"> various types of questions descriptions of items, people, places, and personal interests comparisons and contrasts sequences of events simple needs opinions about familiar topics cultural aspects of communities elements of common types of texts common elements of stories traditions and other cultural practices in various Francophone regions ethics of cultural appropriation and plagiarism

Evaluation

FORMATIVE - Practice and Learning Throughout the Year

Students will receive descriptive or informal feedback throughout the year. The purpose of this type of assessment is to help students understand where they are with their learning and what they need to do in order to improve. Students will also have many opportunities to reflect on their own learning throughout the year. It is expected that students will use the feedback they receive to address the following three questions:

- Where am I now? What can I do well?
- Where do I want to go? What goals will I set?
- What do I need to do / to improve to get there?

SUMMATIVE - Formal Assessment relating to established Learning Standards at the end of a Topic/a Unit/the Year

Students will receive feedback with a letter grade. The purpose of this type of assessment is to determine the student's level of achievement in relation to the learning standards. These assessments will be used to determine students' marks for each formal reporting period. Assessments include:

- Projects (individual and small group)*
- Presentations / Role Plays / Conversations*
- Writing pieces*
- Listening and Reading Assessments*
- Quizzes on Language Structures*

Letter Grade	Descriptor	Description of Student Understanding
A	Extending	The student demonstrates excellent or outstanding performance in relation to expected learning standards
B	Proficient	The student demonstrates very good performance in relation to the expected learning standards
C+	Applying	The student demonstrate good performance in relation to the expected learning standards
C	Developing	The student demonstrates satisfactory performance in relation to the expected learning standards
C-	Emerging	The student demonstrates minimally acceptable performance in relation to the expected learning standards
F	Not Yet Meeting	The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning standards
I	In Progress, Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning standards

My son or daughter has reviewed the course outline with me.

Signed: _____
Parent/Guardian
Student
Date

Contact: _____
Email address of Parent / Guardian