



**Course Code: FSF 1D (credit value 1.0)**

**Course Name: Core French Academic**

**Grade 9**

**Literature/Resources**



**Tu parles!**

**Prerequisite: Minimum of 600 hours of French instructions, or equivalent**

**Course Description:**

This course provides opportunities for students to speak and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Using language learning strategies introduced in the elementary Core French program, students will develop their skills in:

- Listening;
- Speaking
- Reading;
- Writing

Through a variety of real-life contexts, using their creativity and their critical skills, they will increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**Overall Course Expectations**

- Listening to interact and to understand a variety of authentic and adapted oral French texts;
- Speaking to communicate information and ideas orally, using appropriate language structure for a variety of purpose and audience;
- Reading comprehension to determine meaning, different characteristics and aspect of style of a variety of text forms;
- Writing for different purposes and audiences, using a variety of forms using different stage of writing (from a draft to a final copy)
- Applying appropriate language conventions
- Intercultural Understanding

**Learning Resources:**  
[Growing Success Document](#)  
  
[French Curriculum](#)

**Assessment – For, As & Of Learning:** See page 31 of Growing Success for a more detailed description of Assessment



## Program Overview

<b>Communication skills:</b>	<ul style="list-style-type: none"><li>• Describe oneself or others (name, age, nationality, profession)</li><li>• Talk about daily life (give address, phone number)</li><li>• Talk about family</li><li>• Discuss pastimes</li><li>• Have a conversation with someone (greet someone, share information, say farewell)</li><li>• Talk about different events in time, identifying the date and hour</li><li>• Identify places in a city or country</li><li>• Give instructions</li><li>• Describe an object/person/place</li><li>• Express quantity and possession</li><li>• Ask for information</li><li>• Accept/refuse something</li><li>• Participate in a conversation</li></ul>
<b>Authentic Resources:</b>	<b>Inspired from authentic resources such as:</b>  Documentaries, articles from different sources, movies, conferences, recording of native speakers, personal letters and various types of texts.
<b>Langage Conventions</b>	Les adjectifs et leurs accords, les conjugaisons (le présent des verbes réguliers et irréguliers, le passé composé avec avoir et être), les verbes pronominaux, l'interrogation, les pronoms (COD et COI, y, en), les doubles pronoms, les comparatifs, la négation, les adverbes.



**Assessments:**

The following table provides a summary description of achievement levels and the corresponding percentage grade:

**Categories:**

**Knowledge and Understanding; Thinking; Communication; Application**

<b>Percentage</b>	<b>Achievement</b>	<b>Summary Description</b>
80%-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 -69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%: Insufficient achievement of curriculum

A student’s demonstration of learning skills will be reported separately from the achievement of curriculum expectations using a four-point score:

**Excellent: E**

**Good: G**

**Satisfactory: S**

**Needs improvement: N**



**Assessment and Evaluation Strategies:**

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of students learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- Teacher observation
- Oral presentation, interviews
- Quizzes, tests, examinations
- Self-assessment, peer assessment
- Check lists, rubrics
- Questions and answers
- Performance tasks, dramatic presentations

**Strands of Study**

**70%** of final grade will be based on assessments, assignments, and evaluation conducted throughout the course.

- Listening: 25%
- Speaking: 25%
- Reading: 25%
- Writing: 25%

**30%** based on the final examination will also include the 4 strands:

- Listening
- Speaking
- Reading
- Writing

**Support for Higher learning:**

When accommodations are made to address student-learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications or alternative expectations will be outlines in an Individual Education Plan (IEP) and will be communicated to parents.



## Course Outline:

Unit	Description	Approximate Length	Major Unit Evaluation
Unit 1	Une nouvelle ville <ul style="list-style-type: none"><li>• adjectifs</li><li>• verbes réguliers et irréguliers au présent</li><li>• expressions avec « jouer » et « faire »</li><li>• verbes + infinitif</li><li>• impératif</li><li>• pronoms sujets et pronoms disjoints</li><li>• adverbes</li></ul>	6 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>• test and quizzes</li></ul>
Unit 2	En route vers les joutes <ul style="list-style-type: none"><li>• passé composé avec « avoir » été « être »</li><li>• verbes réfléchis</li><li>• adjectifs et adverbes comparatifs et superlatifs</li><li>• imparfait du verbe « être »</li></ul>	4 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>test and quizzes</li></ul>
Unit 3	Voyage de géo canadienne <ul style="list-style-type: none"><li>• passé composé avec « avoir » et « être »</li><li>• verbes réfléchis</li><li>• adjectifs et adverbes comparatifs et superlatifs</li><li>• imparfait du verbe « être »</li></ul>	4 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>test and quizzes</li></ul>
<b>OR</b>			
Unit 4	La danse <ul style="list-style-type: none"><li>• pronoms d'objets directs (le, la, l', les)</li><li>• pronoms d'objets indirects (lui, leur)</li><li>• adjectif comparatif et superlatif de « bon »</li></ul>	4 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>test and quizzes</li></ul>
<b>OR</b>			
Unit 5	Nouveaux médias et créativité <ul style="list-style-type: none"><li>• les pronoms d'objets directs (le, la, l', les)</li><li>• pronoms d'objets indirects (lui, leur)</li><li>• adjectif comparatif et superlatif de « bon »</li></ul>	4 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>test and quizzes</li></ul>
Unit 6	Je suis unique <ul style="list-style-type: none"><li>• futur simple</li><li>• mots interrogatifs</li></ul>	4 weeks	<ul style="list-style-type: none"><li>• assignments</li><li>test and quizzes</li></ul>