



**Grand River Collegiate Institute**  
**Course Outline**  
*For students and their families.*

**Course Name: Core French, Grade 9 Academic**  
**Course Code: FSF1D1**  
**Curriculum Document:**  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

**Prerequisite:**  
Minimum of 600 hours of elementary Core French instruction

**Textbook:** *Points de Connexion*, Morin, Richard, Robertson 2015 Pearson Canada  
Students will be able to access audio, video and text on their Chromebooks using an E-text.  
**Etext access:** <http://www.pearsoned.ca/school/product/pearsonetext/> **Log in Code:**

**Teacher:** Lianne Chumley [lianne\\_chumley@wrdsb.ca](mailto:lianne_chumley@wrdsb.ca)

**Google Classroom Code:** vthnvka

**Remind Code:** @mmechum

**Course Description:**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French Program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

**Essential Learning/Expectations/Skills:** To be successful in this course you must be able to demonstrate **all** of the essential expectations as communicated by your teacher. This includes completion of **all** summative evaluations.

**Students will:**

- listen to understand, interpret meaning and interact in French through aural texts
- speak and interact with accuracy about themselves and others in everyday situations in French
- read, comprehend and analyze a variety of simple French texts, including but not limited to text types such as invitations, emails, social media forums
- use appropriate language structures, conventions and models to produce a variety of written texts including but not limited to text types such as invitations, emails, social media forums
- demonstrate an awareness of diverse French speaking communities such as Madagascar, Vietnam and Senegal while making connections between the language and the society

**Types of Authentic Situations:**

-talking about oneself and others, extending and accepting invitations, giving opinions in the present, past and future

**Topics will include but are not limited to:**

Personal interests and activities, chores and daily routines  
Francophone Music and musical tastes, Francophone culture  
Communication and Social Media (invitations, emails, blogs etc)  
Social activism  
Healthy habits

**EVALUATION:**

<b>Term Assessment - 70%</b>	<b>Final Summative Evaluation - 30%</b>
<p>70% of the course final grade will represent evidence of student achievement collected from each unit test and unit assignments.</p> <p>These will include assessments of listening, speaking, reading and writing strands, using the categories of knowledge/understanding, application, communication and thinking as designated in the curriculum guidelines. Some examples include:</p> <ul style="list-style-type: none"><li>-spontaneous oral interactions with peers and teacher</li><li>-prepared oral interactions with peers and teacher</li><li>-producing written authentic texts</li><li>-listening and reading comprehension of authentic French texts</li></ul>	<p><b>In Class final Written Task (10%)</b></p> <ul style="list-style-type: none"><li>*<b>Final Listening, Reading, Writing Test (10%)</b></li><li>*<b>Final oral interview (10%)</b></li></ul> <p>*may take place prior to or during the exam schedule and it is imperative that students are in daily attendance until the last day of classes.</p>

**Procedures**

**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.

At the time of entering a report card grade, grade 9 and 10 students with missing evidence of learning may receive an "I" or "insufficient evidence) on their report card and will not receive a credit, or may be assigned a failing mark.

**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

**Cheating and Plagiarism:** It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

**Cell phones:** Cell phones should be in backpacks or facedown on desks. Students with difficulty observing self-regulation in their use of cellphones will speak to an administrator.

**Please refer to the school website:** <http://grc.wrdsb.ca/about/policies> for more details on these policies and other academic procedures.

**Signatures**

Please sign below indicating you have read and understand the requirements for successful completion of your student's **FSF 1DI Academic French** course.

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Student Signature

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Parent/Guardian Signature

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Student Name

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Parent Name (please print):

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Parent Email (please print):

Please sign and return this page as soon as possible.  
The student should keep the course outline in their French binder at all times.  
Thank you!