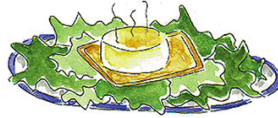




il vous plaît



un chèvre chaud

GRADE NINE FRENCH

Course Outline

Madame Broen

This is a semestered course and an extension of French 8. The completion of this course will allow students to enroll directly in Grade 11 French in high school. Students could potentially receive credits for Grade 10 French.

REVIEW

-Review of Grade 7 and 8 concepts at the beginning of the class.

There are 3 themes during the semester:

A) FOOD UNIT- French vocabulary and cultural concepts

- Food description with complex adjectives**
- Food preparation with verbs using future and passé composé**
- French recipes for culture- food videos with oral production**
- Restaurant dialogue experiences for oral production**
- French food movies for comprehension**

B) HOUSING-vocabulary and conversation

- Housing design(Architecture)-adjectives**
- Housing plans-future verb use**
- Interview questions- Formal conversation in pairs**

C) COMMUNITY-vocabulary, conversation and culture

- Francophone and French Canadian communities**
- Urban and rural communities**
- Community businesses and services/occupations**
- French culture through music and songs**

CONCEPTS OF LANGUAGE

CONTINUE TO DEVELOP THE FOLLOWING CONCEPTS

- Masculine / feminine / plural nouns
- Articles- definite and indefinite –un, une, des, le, la, les, l'
- Possession- mon , ma, mes, etc.
- Prepositions – sur, dans, sous, devant, etc.
- Negative sentences- ne ... pas
- Expressions with avoir – J'ai douze ans.
- Expressions with faire – Il fait beau.
- Conjunctions – et, alors, quand, etc.
- Question words – qui, qu'est-ce que , combien, comment etc.
- Correct word order – une fille aimable
- Qualifying adjectives – colour, physical traits, qualities
- Quantity
- Different verb groupings
- Verb plus infinitive
- Negative expressions
- Demonstrative adjectives
- Possessive adjectives
- Adverbs of manner
- Adverbs and adverbial expressions
- Expressions with the verb faire

ACQUIRE THE FOLLOWING CONCEPTS

- Formation of adverbs from adjectives
- Pronominal reflexive verbs
- Imperative with pronominal reflexive verb
- The immediate future
- Using the past tense

VERBS

- The imperative in the affirmative and in the negative with regular and irregular-(er, -ir, -re) verbs, pronominal reflexive verbs (e.g. Repose-toi –
- Reflexive verbs – je me lave.)
- FAIRE – expressions with faire
- AVOIR –expressions with avoir
- Vouloir, pouvoir, devoir – present tense
- Verb plus infinitive – j'aime manger
- Immediate future – aller plus infinitive
- Using the past tense

How are the students evaluated?

ASSESSMENT:

The following FSL Outcomes are assessed throughout the length of the course. Each student, and each of their submitted work will be evaluated on the outcomes listed below according to its specific skills outlined. Each project, quiz, exam and presentation will range from one of the 3 outcomes in evaluation.

The mark will be assessed with a number system in Power school:

4 = mastery level for grade level

3 = very good for grade level

2 = basic for grade level

1 = introductory and not meeting grade level

Outcomes for French as a Second Language (FSL) on the Report card:

1) Oral production (speaking skills):

The ability to name, list, describe, ask and answer simple questions, give simple directions, indicate basic needs or preferences, with limited spontaneity in a prepared message, expressed in the present, that is comprehensible and accurate.

2) Written production (writing skills):

The ability to use a variety of memory techniques to learn, recall, and retain vocabulary, such as repetition, memory games, word searches, flash cards, teaching peers, categorizing, reviewing oral material with peers, quizzes, dictées, preparing drafts, peer editing and evaluating.

3) Reading and Listening comprehension(understanding):

Listening– The ability to understand a classroom command, identify what is being said to them and respond accurately in writing or orally, identify a family member or a weather condition and a variety of key words and expressions previously taught.

Reading – The ability to understand what they read by identifying key words or expressions, main idea (s) or isolated details about a variety of concrete topics in authentic or adapted texts.

LATE OR MISSED ASSIGNMENTS:

It is an expectation that assignments are submitted on time. Students missing work due to an unplanned absence must check Madame Broen's Google Classroom to keep up to date.

Every effort will be made to remind students whose work is still due. Following such due process, students may receive INC (incomplete/missing) for work that is not handed in. This will affect the mark.

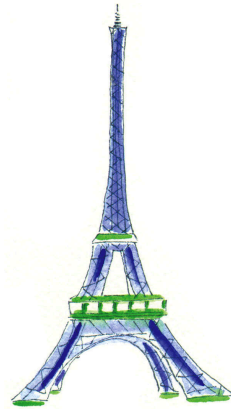
PLAGIARISM: Students who plagiarize by copying a piece of writing verbatim with the intention to take and use as their own will be dealt with on an individual basis. Some students may be given the opportunity to re-do the work. Full marks will not be given.

MATERIALS FOR CLASS -A binder designated for French only, will help organize all units. Students will be getting notes and worksheets throughout the semester. Project work will be worked on within the class time. Having all materials for class is very important on a daily basis.

The Google classroom will have assignments and due dates to keep students up to date. Any material lost, can be reprinted from home or viewed online.

CULTURAL COMPONENTS TO THE LANGUAGE ARE EXPERIENCED DAILY THROUGH SONGS, MOVIES, STORIES AND EXPERIENCES. HELP YOUR SON/DAUGHTER LEARN ABOUT OUR CANADIAN HERITAGE.

IF YOU HAVE ANY QUESTIONS OR CONCERNS: PLEASE CONTACT MADAME BROEN AT: bjbroen@cbe.ab.ca



La tour Eiffel