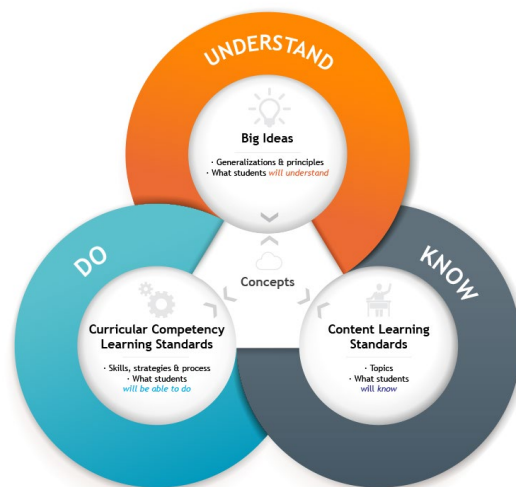




Course: Core French 9
 Teacher: Kim Pepler
 Contact Information: kpepler@sd68.bc.ca



Reporting Procedure:

- Ongoing progress is available on Jupiter Ed
- There will be a minimum of 2 Ongoing Communications of Student Learning per course
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> ▪ Student is beginning to understand at grade-level expectations ▪ Shows evidence that learner can demonstrate some progress towards the learning standards 	<ul style="list-style-type: none"> ▪ Student is developing understanding at grade-level expectations ▪ Shows evidence that learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> ▪ Student is applying understanding at grade-level expectations ▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations 	<ul style="list-style-type: none"> ▪ Student is extending understanding at grade level expectations ▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

BIG IDEAS: *Students are expected to understand the following:*

1. Listening and viewing with intent strengthens our understanding and acquisition of French.
2. We can have meaningful conversations about things that are important to us in French.
3. Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.
4. Francophone creative works are an expression of Francophone culture
5. Acquiring French provides opportunities to explore our own cultural identity from a new perspective.

CURRICULAR COMPETENCIES: *Students are expected to be able **to do** the following:*

1. Recognize the relationship between French letter patterns and pronunciation
2. Derive meaning from a variety of texts
3. Use a growing variety of strategies to increase understanding
4. Narrate stories
5. Recognize the importance of story in personal, family, and community identity
6. Seek clarification and provide verification of meaning through a variety of strategies
7. Participate in short and simple conversations
8. Exchange ideas and information using complete sentences, orally and in writing:
 - a. ask and respond to questions on familiar topics
 - b. describe people, objects, places, and personal interests
 - c. compare and contrast characteristics of people, objects, places, and personal interests
 - d. describe sequences of events
 - e. express simple needs in familiar situations
 - f. express opinions on familiar topics
9. Describe cultural practices, traditions, and attitudes in various Francophone regions and describe their role in cultural identity
10. Recognize how Francophone culture is expressed through creative works
11. Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions
12. Engage with Francophone communities, people, or experiences

CONTENT: *Students are expected **to know** the following:*

1. French letter patterns
2. an increasing range of commonly used vocabulary and sentence structures for conveying meaning:
 - a. asking and responding to various types of questions
 - b. describing people, objects, places, and personal interests
 - c. comparing and contrasting
 - d. sequencing events
 - e. expressing simple needs
 - f. expressing opinions
 - g. describing cultural aspects of communities
3. past, present, and future timeframes
4. elements of common types of texts
5. common elements of stories
6. cultural practices, traditions, and attitudes in various Francophone regions

CORE COMPETENCIES:

Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking



PERSONAL & SOCIAL

The personal and social competency includes

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility