Grade Nine French Unit Planner

Field of Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Big Idea/ Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Outcomes | Summative Criteria | Formative criteria (select) | Tasks/ Activities (indicators) |
| **Culture** |  |  |  |
| C.1 | Determine effects of cultures and events on contemporary and future Canadian society  | FrenchFrench CanadianFirst Nations Métis  |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts (theme related) | Numbers to 1 000 000Passé composé of regular verbs with avoir and êtreFirst person singular passé compose of irregular verbs avoir, prendre, faire, voir, être, naîtreAdjective agreement with gender and numberPartitive article with negation (je n’ai pas de)Use of conjunctions que or qui, ā cause deAppropriate register when addressing respected people or superiors |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand main idea and specific details related to the main idea of oral French  | Multi-sentence presentationFamiliar topicsSemi-guided situations |  |
| CS.2 | Orally exchange information | Variety of informationFamiliar topicsOral expressionSemi-guided situations |  |
| CS.3 | Understanding of main idea (140-160 words texts. Multi-paragraphs) | Adapted textsAuthentic texts |  |
|  | Specific details (140-160 word texts, multi-paragraphs) | Adapted textsAuthentic texts |  |
| CS.4 | Produce student-generated texts in French – written (100-120 words) | Expository texts (multi- paragraphs)Narrative texts (multi- paragraphs)Procedural texts (multi-paragraphs)Persuasive (multi-paragraph)Script  |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Select listening/ viewing strategies (semi-structured) | Asking and answering questionsMaking predictionsVerifying comprehensionMaking connectionsVisualizingSummarizing SynthesizingAnalyzing and evaluating |  |
| GL.2 | Select speaking strategies (semi-structured) | Model languageShareGuided practiceIndependent practice |  |
| GL.3 | Select reading strategies (semi-structured) | Asking and answering questionsMaking predictionsVerifying comprehensionMaking connectionsVisualizingSummarizing SynthesizingAnalyzing and evaluating |  |
| GL.4 | Implement stages of writing process (guided situations) | Gather ideasDraftReviseEditPublish |  |

Enduring Understanding Essential Questions