**Core French**

**Grade 9**

**“ I Can” Statements**

**Goals**

**(CS) Communication Skills** Students will understand and create different kinds of messages in French in

various experiential situations for a variety of purposes.

**(GL) General Language Strategies** Students will apply language learning skills and strategies as a vehicle for

personal, cognitive and social development.

**(LK) Language Knowledge** Students will apply knowledge of linguistic elements of the French

language accurately for specific communication needs.

**(C) Culture** Students will recognize the value of French language acquisition and

Francophone cultures through participation in a variety of activities.

**9.CS. 1 ~ Demonstrate understanding of the main idea and specific details related to the main idea in oral French multi-sentence presentations on a variety of familiar topics in semi-guided situations.**

I can indicate the main idea of the a listening or viewing presentation with several French sentences.

I can retrieve key details from an oral or visual listening experience (e.g., from a

video, a podcast or other recording, from a group interaction, a radio

announcement, a telephone conversation, or from a live presentation).

I can compare and contrast items based on the information given in an oral or live presentation

I can responds to questions about a video, aural or live presentation using

several complete sentences.

I can complete a 12-14 item supported cloze (fill-in-the-blanks) activity while

listening to a French song, recording, video, radio program, or podcast.

**9.GL.1 Select listening or viewing strategies in semi- structured situations, such as:**

**· asking and answering questions · making predictions · verifying comprehension**

**· making connections visualizing · summarizing · synthesizing · analyzing and evaluating**

**Before listening or viewing:**

I can determine in advance the listening purpose(s) and speaker intention(s)

from a number of options.

I can anticipate the information a presentation might contain by selecting 5 to

6 possible content sentences from an anticipation checklist.

I can activate prior knowledge about a topic using French sentences (e.g.,

*Je sais comment utiliser une caméra. On peut voir la tour Eiffel à Paris*.).

I can establish connections to own experiences with French sentences (e.g.,

*J’ai vu un film d’horreur comme celui-là. J’ai déjà décoré ma chambre*.).

I can establishs connections to a previous conversation, presentation, audio, or

video clip with recall of related features (e.g., discourse markers, characters,

I can explain the use of self –selected strategies for listening or viewing experience. ( Quand j’ecoute de cette chanson, j’entends…)

**During listening or viewing:**

I can uses comprehension aids (e.g., personal vocabulary lists, French-English

dictionaries, a wide array of visual supports, or charts).

I can develop my own understanding of a conversation or presentation (e.g., with

the identification of cognates, common expressions, key thematic words,

ignoring unknown words, or phrases).

I can interpret spoken language using a variety of auditory and visual context

clues (e.g., facial expression, intonation, rate of speech, loudness or softness

of speech, or body language).

**After listening or viewing:**

I can clarify unknown language with assistance from other students or the

teacher.

I can explain all strategies that were used for facilitation of comprehension of

the listening or viewing experience in a French sentence (e.g., *J’ai écouté*

*pour des mots-amis).*

I can justify *vrai/faux* labels of anticipatory statements made about the content

of the viewing or listening experience with a French sentence (e.g., *On va*

*parler des recettes, mais pas des sports*).

I can represents the main idea of a listening experience (e.g., with several French

sentences or graphic representations).

I can summarize a listening experience with several familiar French sentences

and a reaction.

I can answer *qui, quoi, quand, où, comment, pourquoi* type questions about a

listening or viewing experience, with French sentences.

I can self-evaluate my own understanding of the main idea of the listening or

viewing experience, such as with a French rubric or rating scale.

9.CS.2 Discuss a variety of information on familiar topics through oral expression in semi-guided situations.

I can interiew others with theme based questions and phrases.

I can answer theme related questions posed by other students fuirng a group discussion.

I can repond to questions during a job interview role-play. ( Quels sont tes qualities personnelles? Je suis responsible, patient et organize.)

I can engage in semi-guided group conversations with the use of modeled phrases or sentence stems. ( Je pense, Je suggere)

I can present information with theme-related sentences and phrases. ( Le personage principal de ce film est intelligent, courageur et riche.)

I can report on incidents and experiences with the use of several sentences and respond to questions. ( Qu’est-ce que se passé dans l’histoire?)

I can present a reader’s theatre based on a previously read script. ( See 9.3cs.4)

9. GL.2 Select speaking strategies in semi-instructed situations, such as: model language, sharing, guided practice, independent practice.

**BEFORE:**

I can identify the speaking intention from a list of possibilities.

I can divide the speaking task into subtasts( introduction, idée n. 1, idée n. 2, etc)

I can find a variety of way sof conveying a message ( use what you already know and guestures)

I can develop my own dialogue script from a combination of models and phrases.

I can develop a presentation based on speaking guidelines and past performances.

I can use newly acquired vocabulary.

**DURING:**

I can participate in oral activities in large or small groups

I can relay a message with expressive techniques.

I can seek clarification from speaker when message is not understood.

I can choose memory aids to deliver a presentation. ( power point, index cards, outlines, etc)

I can integrate corrective feedback from others during a conversation.

**AFTER:**

I can self-evaluate personal speech, prepared dialogues, or presentations with feedback from others.

I can set goals fro the next speaking experience by using a presentation criteria rubric.

9.CS.3 Demonstrate understanding of the main idea na specific details in a variety of adapted or authentic 140- 160 word multi-paragraph texts.

I can identify the main idea of a 140-160 word multi-paragraph authentic text. ( see page 5 of curriculum)

I can select key supporting details in a 140-160 word multi-paragraph authentic text.

I can identify the main idea and supporting detail so f antoher student’s wirting.

I can respond to basic questions about an authentic French Text such as a news synopsis online.

NOTE: on page 6

**9.GL.3 Select reading strategies in semi-structured situations**

**BEFORE:**

I can predict the content of the test with familiar French sentence stems

EX. Je pense que, Il me semble que….Il l’air de

I can prepare an organizer with support before reading

I can establish connections to own experiences, to a similar text previously shared in class, to other situations in my life

EX. J’ai eu la meme experience…

I can pose questions about the text and possible context clues on previously memorized, automatic sentences.

EX. Quel est le titre? Quel est le theme?

DURING:

I can discover word meaning through examination of cues in written text. ( root words, language structures)

I can examine word markers as comprehension clues ( prefixes, suffixes, articles, prepositions)

I can engage in personal note-taking about the reading

I can repair comprehension of text when the sense of the text is lost. Ex. Skimming, highlighting, use resources, ask for help)

I can identify important textual elements ( characters, paragraphing, etc)

I can adjust speed of reading based on purpose for reading.

AFTER:

 I can respond personally to the text using complete French sentences

I can summarize the main idea of the text with a variety of French sentences ( L’idee principale est, L’auteur parle de…, Le texte discute de..)

I can reinforce vocabulary gained from reading words and phrases

I can practice new vocabulary in writing and speaking French

I can answer a variety of questions based on text

I can reflect on a list of useful listening strategies.

I can select strategies to use for future reading experiences

**9.CS.4 Produce a student generated 100- 120 word expository, narrative, procedural or persuasive multi-paragraph text or script.**

I can write a modeled 100-120 word paragraph. ( see example on page 8)

I can complete 12 to 14 scene storyboard with the captions

I can write a 100-120 script for a video or reader’s theatre.

I can complete a curriculum vitae using a template ( see page 8)

**9.GL.4 Implement stages of the writing process in guided situations, including: idea generation, drafting, editing, revising, publishing.**

BEFORE:

I can generate ideas in French alone or with others. ( concept maps, lists, webs)

I can identify the writing intention from a list of French possibilities

I can divide the writing tasks into sub tasks

I can select a graphic organizer for planning

I can select the sharing mode for specific audience ( bulletin board, blog, website, etc)

DURING:

I can select specific reference material for locating an equivalent word or expression

I can use mnemonic devices for common verb endings ( MRS RD VANDERSTRAMP)

I can locate information or writing accuracy in a dictionary

I can rely on models and exemplars to complete writing tasks

AFTER:

I can proofread

I can implement changes

I can recognize the stages of writing

I can evaluate own and another’s student’s written work based on rubrics, checklists, criteria

I can set personal goals for the next writing experience

**9.LK.1 Demonstrate acquisitions of French Language concepts related to themes including: numbers to 1,000,000, passé compose of regular verbs with avoir and etre, first person singular form of the passé compose of irregular verbs avoir, etre, faire, prendre, voir, naitre, adjective agreement with gender and number, partitive article with negation, use of conjunctions qu or qui, a cause de, appropriate register when addressing respected people or superiors.**

I can identify numbers to 1, 000,000

I can meet thematic needs for regular past tense with passé compose singular and plural sentences with avoir and etre

I can meet thematic needs for past tense sentences in the first person singular form of passé compose with irregular verbs

I can change written adjective forms to agree in gender and number

I can use partitive articles de after a negative verb construction

I can use conjunctions que, qui in sentences with a subordinate clause , such as Il est a Regina parce qu’il veut aller au messe de la GRC.

I can use vous in a sentence when addressing others in a position of authority or unknown persons.

I can use key words and sentences related to 4 of the following themes:

* Film Festival
* School of the Future
* My Room
* Finding a job
* Daily Life in a Francophone Country
* Past and Present Urban Legends, History, Folklore

**9.C1 Determine the effects of past and present French, French Canadians, First Nations, Metis cultures and events on contemporary and future Canadian society**

I can investigate cultural influences of past French, French Canadian, etc

Such as clothes, homes, career, storytelling, decision making, gatherings, events, celebrations, food preparation, greetings, modes of sharing,etc

I can project past and present cultural influences on societal innovations

I can examine the effects of storytelling

I can compare and contrast the modes of transmission in present-day storytelling to traditional storytelling

I can participate in storytelling activities

I can design inventions for future homes and schools that may influence past and present cultures.

I can retell simple Canadian legend in three to four sentences. ( see page 11-12)

I can explain the effects of Canadian Society of past historical events by choosing cause and effect phrases such as: The Grand Diaspora in 1755, The Battle of the Plains of Abraham in 1759, The Metis Resistance of 1885