**ANCHOR ACADEMY – French 9**

***Bonjour et bienvenue ! Je m'appelle Madame Nzoupet et j'ai hâte de faire votre connaissance.***

**Course Outline:**

**Please read the contents of this outline carefully as soon as you receive it!**

***Resources required for French 9:***

* ***T’es branché Level 1 Multiplatform eBook one-year license (includes access to workbook and listening exercises, audio and video files, pre-tests, etc.)***
* ***Intrigue à Québec (mini-novel)***
* ***Reading A-Z subscription – gives access to hundreds of stories and articles at all different reading levels.***
* ***Miscellaneous resources provided by the teacher***

The French 9 course at Anchor Academy is designed to meet the prescribed learning outcomes set out by the BC Ministry of Education (MOE), which are divided into four sections: Communicating, Acquiring Information, Experiencing Creative Works and Understanding Cultural Influences.

In French 9, many of the learning outcomes will be met through a program called ***T'es branché.***This program is divided into different levels at Anchor Academy as follows: Level 1 Units 3-6 – French 8, Level 1 Units 7-10 – French 9, Level 2 Units 1-5 – French 10, Level 2 Units 6-10 – French 11, Level 3 (selections) – French 12. The ***T'es branché*** textbooks are in print or eBook format. You will receive a license to access your eBook as well as various other accompanying digital resources on an online platform called Passport. Some families in the past have been a bit confused about how to navigate their *T'es branché* eBooks and other online resources, so do feel free to contact me once you have your license and I will be happy to walk you through the process step by step.

In addition to their T'es branché eBooks, students will also be interacting with other French resources throughout the year that will permit them to better develop their reading skills and to enhance their understanding and appreciation of the different French cultures around the world. Included among these French resources are the leveled readers from a program called Reading A-Z, which will be made available to the students in PDF format. The link to these resources will be sent to you separately via email. Students will keep reading logs of the stories/articles that they read throughout the year and will submit them to me each term along with a list of the new vocabulary words that they have learned. From time to time students may also be asked to submit an oral summary of their readings and/or an audio recording of themselves reading a portion of a selected story/article aloud.

Note: due to copyright issues, there may be certain resources that I will provide for the students as Internet links that they will look up and download themselves. If ever they have problems downloading something, do let me know as soon as possible so that together we can endeavour to come up with some other option for them if necessary.

To satisfy the oral component of the course you will be given communicative tasks, project components and/or oral tests to complete on a regular basis throughout the year. Some of these oral activities will be completed during monthly Zoom sessions that you will soon be signing up for, once I share the link to the sign-up document with you.

You will also be required to write one summative test each quarter on the units that they have covered during that quarter. These tests will be sent directly to the parents/guardians who will administer them to the students and then return them to me, completed, along with a signed test affirmation form confirming that all the guidelines and instructions were followed precisely by the students. You can find these forms on my website at [***www.nzoupetsfrenchsite.weebly.com***](http://www.nzoupetsfrenchsite.weebly.com)under the link ***"Anchor Academy -> Forms".*** Except in extenuating circumstances, tests must be completed by the student and returned to me by 4:00 pm on the day that they are emailed to you. ***If you foresee any problems not being able to complete a test or assignment by a given date, you must let me know with adequate notice BEFORE that date; otherwise, a late penalty may be applied to those tests/assignments. Except in cases of illness, you should usually know well in advance if you anticipate any conflicts.***

This year my office hours will be from 3:20 to 4:15 pm on Mondays or at other times by appointment.

You can reach me by phone at 1-855-528-8048 or by email at: [elise.nzoupet@ark.net](mailto:elise.nzoupet@ark.net)

Many blessings and here's to a great year ahead, by the grace of God!

Madame Nzoupet

***See below for a breakdown of marks for the year and for the schedule of assignments and tests for Quarters 1-4. All accompanying files for each unit may be found on my website at*** [***www.nzoupetsfrenchsite.weebly.com***](http://www.nzoupetsfrenchsite.weebly.com)***, including oral tests and, in some cases, project files. Simply click on "T'es branché" at the top of the page and navigate to "French 9", then click on the particular unit in question***

**BREAK-DOWN OF MARKS FOR THE YEAR**

**Quarter 1: 25% - eBook Level 1 Unit 7 Quarter 2: 25 % - eBook Level 1 Unit 8**

\*Homework (eBook/workbook/listening) and \*Homework (eBook/workbook/listening) and

oral assessments - 5% oral assessments - 5%

\*Project – 10 % \*Project – 10 %

\*Reading log and evaluation – 5% \*Reading log and evaluation – 5%

\*Unit test (including oral and written) - 5% \*Unit test (including oral and written) – 5%

**Quarter 3: 25% - eBook Level 1 Unit 9 Quarter 4: 25% - eBook Level 1 Unit 10**

\*Homework (eBook/workbook/listening) and \*Homework (eBook/workbook/listening) and

oral assessments - 5% oral assessments - 5%

\*Project – 10 % \*Project – 10 %

\*Reading log and evaluation – 5% \*Reading log and evaluation – 5%

\*Unit test (including oral and written) - 5% \*Unit test (including oral and written) – 5%

**Total Homework and oral assessments 20% Total reading logs and evaluations – 20%**

**Total unit tests – 20% Total projects – 40%**

**French 9 – List of assignments and assessments**

1. **T'es branché Level 1 - Units 7-10:**

**Note:**  At the end of each unit, you will need to complete a unit test, including oral and written components, and you will need to submit a homework check form to me confirming that you completed all the required lesson exercises and activities, both in the eBook as well as the corresponding listening and workbook activities found among the resources on the Passport platform. It is not necessary to submit all the completed exercises to me. The homework check form will be sufficient to indicate to me that you have done the work. You can find the homework check forms on my website under the ***"Anchor Academy –> Forms"*** tab at the top of the page, or on my Moodle site***.***

Unless otherwise indicated, assume that you must complete all the eBook exercises for each lesson in the sections that I have indicated below and that you may simply say the answers aloud to yourself rather than writing them all down. For activities that are normally meant to be done with a partner, as a small group, or as a class, such as in many of the "Communiquez" sections, just do your best to adapt them and respond to them from an individual's perspective, in writing if need be. You may skip the "Extension", "Perspectives", and "À discuter" activities throughout.

**2. Quarterly reading A-Z logs with self-evaluation:**

1. The criteria for this component can be found in a document on my website ([www.nzoupetsfrenchsite.weebly.com](http://www.nzoupetsfrenchsite.weebly.com)) under the heading “Reading A-Z program” at the top of the page. Families will need to log on to ASIS, go to the subscriptions section and click on Reading A-Z before being given access to the materials.
2. Update your logs on a weekly basis.
3. Submit your logs as well as a self-evaluation write-up with percent at the end of each quarter.

1. **Monthly oral assessments, including one or more of the following:**
2. After each of Units 7-10, select a verse from the Bible to commit to memory and tell me orally in French why this verse is important to you.
3. Summarize and/or evaluate in French one of the stories/articles you have read from the Reading A-Z program, and/or read a portion of it aloud for me.
4. Answer some general questions for me related to the themes, vocabulary, and grammar that you have been working on in your T’es branché units.

A sign-up sheet will be made available for you to set the dates and times when you wish to complete these oral assessments.

1. **Intrigue à Québec project – See the schedule below for details.**

**Quarter 1**

**Unit 7 Lesson A:**

**For your own practice and for the Lesson Homework check:**

* Lesson A exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de départ

-Structure de la langue

-Prononciation

* Lesson A workbook exercises/activities
* Lesson A listening exercises/activities

**Unit 7 Lesson B:**

**For your own practice and for the Lesson Homework check:**

* Lesson B exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de depart

-Structure de la langue

* Lesson B workbook exercises/activities
* Lesson B listening exercises/activities

**Unit 7 Lesson C:**

**For your own practice and for the Lesson Homework check:**

* Lesson C exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

***-***Point de depart

-Structure de la langue

* Lesson C workbook exercises/activities
* Lesson C listening exercises/activities

**Unit 7 Oral test:**  This will consist of some questions/activities that I will have posted on my website and on my Moodle site in advance under ***French 9 -> Unit7*** based on the themes covered in your unit lessons. You will record your answers and send them to me in mp3 or WAV format or you can upload a video online (e.g., to YouTube) and send me the link. If you are unable to record your responses, you must arrange with me in advance for a time on this day to do your oral test live for me over the phone. The oral tests are informal so feel free to use notes or reference materials as needed. This will apply for all subsequent oral tests as well.

**Project due:** Research unique housing styles from around the francophone world. Create a PowerPoint (or other similar presentation) with pictures and descriptions in French. Include at least 6 or 7 different housing styles in your presentation and at least 4 or 5 details per description.

**Submit Unit 7 Homework check and Reading log #1 with self-evaluation:** Be sure to keep track of the dates when you have completed each set of exercises or each reading.

**Unit 7 Pre-test** – Just for your own practice to prepare you for your unit test.

**Unit 7 Written test:** Unlike the oral unit tests the written tests are formal and must be supervised by a parent or guardian. You must **not** use notes or reference materials or receive any outside help when completing these tests.

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**Quarter 2**

**Unit 8 Lesson A:**

**For your own practice and for the Lesson Homework check:**

* Lesson A exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de départ

-Structure de la langue

-Prononciation

* Lesson A workbook exercises/activities
* Lesson A listening exercises/activities

**Unit 8 Lesson B:**

**For your own practice and for the Lesson Homework check:**

* Lesson B exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de depart

-Structure de la langue

* Lesson B workbook exercises/activities
* Lesson B listening exercises/activities

**Unit 8 Lesson C:**

**For your own practice and for the Lesson Homework check:**

* Lesson C exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

***-***Point de depart

-Structure de la langue

* Lesson C workbook exercises/activities
* Lesson C listening exercises/activities

**Intrigue à Québec Project – Part 1 :**

***Starting in Quarter 2 you will be working on a three-part project that extends to the end of the school year. You may work at your own pace on this project as long as you finish at least one part per quarter throughout Quarters 2-4. For example, you may opt to try to finish the entire project by the end of Quarter 3 to leave Quarter 4 a bit more open for completing your remaining unit assignments and assessments or for finishing your course early! 😊. The dates that I have included in this schedule are the latest dates by which each part should be submitted to me.***

* Read "Intrigue à Québec" Chapters 1-4 (p.7-25)
* Complete exercises A-G for Chapters 1-4
* Research the Quebec Winter Carnival online. Here are some helpful websites to get your started : <http://carnaval.qc.ca>/ ; <https://www.carnivaland.net/winter-quebec-carnival/>; <https://www.quebec-cite.com/en/what-to-do-quebec-city/quebec-winter-carnival>; <https://www.tripsavvy.com/quebec-winter-carnival-things-to-do-canada-4156564>; <https://www.youtube.com/watch?v=J_pbKx9T0O4>; <https://www.youtube.com/watch?v=l_oLC6HsfeY> . Write a complete itinerary in French for a day that you will spend at the Carnival using the futur proche tense (aller + infinitive p.172-73 in Unit 4 of the T'es branché Level 1 eBook/textbook). Talk about all the activities that you will be doing that day and at what times. The more details you include to reveal that you have thoroughly researched the carnival, the better your mark will be.

**Submit Unit 8 Homework check and Reading log #2 with self-evaluation:** Be sure to keep track of the dates when you have completed each set of exercises or each reading.

**Unit 8 Pre-test**: Just for your own practice to prepare you for your unit test.

**Unit 8 Oral test:**

**Unit 8 Written test:**

**Quarter 3**

**Unit 9 Lesson A:**

**For your own practice and for the Lesson Homework check:**

* Lesson A exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de départ

-Structure de la langue

-Prononciation

* Lesson A workbook exercises/activities
* Lesson A listening exercises/activities

**Unit 9 Lesson B:**

**For your own practice and for the Lesson Homework check:**

* Lesson B exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de depart

-Structure de la langue

* Lesson B workbook exercises/activities
* Lesson B listening exercises/activities

**Unit 9 Lesson C:**

**For your own practice and for the Lesson Homework check:**

* Lesson C exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

***-***Point de depart

-Structure de la langue

* Lesson C workbook exercises/activities
* Lesson C listening exercises/activities

**Unit 9 Oral test:**

**Submit Unit 5 Homework check and Reading log #3 with self-evaluation:**

Be sure to keep track of the dates when you have completed each set of exercises or each reading.

**Unit 9 Pre-test**: Just for your own practice to prepare you for your unit test.

**Unit 9 Written test:**

**Intrigue à Québec Project – Part 2:**

* Read the remaining chapters of “Intrigue à Québec” and prepare a summary of the main events of the whole story in French, from beginning to end, using the passé compose verb tense (minimum 200 words)
  + Example (in English): ***Marc and Guy met Barbara and Claire on the train. They went to the Quebec carnival together. The next day they ate at a restaurant. At the restaurant the two girls heard a conversation between two men. etc., etc.***
* Choose one chapter of the book to read aloud via audio recording or directly to me over the phone.
* Imagine that the four young people exchange email addresses and begin communicating with one another once Barbara and Claire return home. Write an email exchange between either of the two girls and one of the two boys in which they update each other on what's been going on in their lives since they got home from their trip. Include a paragraph of at least 50 words for each of the two people participating in the email exchange.

**Quarter 4**

**Unit 10 Lesson A:**

**For your own practice and for the Lesson Homework check:**

* Lesson A exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de départ

-Structure de la langue

-Prononciation

* Lesson A workbook exercises/activities
* Lesson A listening exercises/activities

**Unit 10 Lesson B:**

**For your own practice and for the Lesson Homework check:**

* Lesson B exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

-Point de depart

-Structure de la langue

* Lesson B workbook exercises/activities
* Lesson B listening exercises/activities

**Unit 10 Lesson C:**

**For your own practice and for the Lesson Homework check:**

* Lesson C exercises/activities in the following sections of the eBook (do orally unless directed otherwise):

-Vocabulaire actif

-Rencontres culturelles

***-***Point de depart

-Structure de la langue

* Lesson C workbook exercises/activities
* Lesson C listening exercises/activities

**Unit 10 Oral test:**

**Submit Unit 10 Homework check and Reading log #4 with self-evaluation:** Be sure to keep track of the dates when you have completed each set of exercises or each reading.

**Intrigue à Québec project - Part 3 :**

* Do a short research report on Montreal and Quebec City, including such aspects as history, location, population, major industries, tourist sites, etc. This part of the project can be done in English. Include pictures, maps, graphs, or whatever other graphics you may wish to make your report interesting and easy to follow. Be sure to cite all the sources you used in your research. You may choose whatever format you like to present your information. A PowerPoint or other similar type of digital presentation would work very well for this section.
* Beavertails are a popular traditional Canadian pastry often found on ski hills or at winter carnivals. Find a recipe online and prepare a batch of your own Beavertails. Have someone in your family sample your Beavertails and write a brief evaluation in English of how they turned out.

**Unit 10 Pre-test**: Just for your own practice to prepare you for your unit test.

**Unit 10 Written test:**