

## French Year 9 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 8 entry)

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b> <b>IT'S ALL ABOUT ME!</b>	<b>Module 2:</b> <b>DANS MON QUARTIER (IN MY NEIGHBOURHOOD)</b>	<b>Module 4:</b> <b>BON APPETIT! (ENJOY YOUR MEAL!)</b>	<b>Module 6:</b> <b>PARADISE ON EARTH</b>
<p><b>KEY QUESTION(S):</b>            What do I share about myself?            What do others know about me?            How do others see me?</p> <p><b>KEY CONCEPTS:</b>            family, relationships, self, friends</p> <p><b>KEY PROCESSES:</b>            describing, responding, interacting,            presenting, planning</p>	<p><b>KEY QUESTION(S):</b>            What do I do in my city? What            might others do in my city? What is            available for teenagers in my city?</p> <p><b>KEY CONCEPTS:</b>            places, leisure, urban landscape</p> <p><b>KEY PROCESSES:</b>            informing, creating,</p>	<p><b>KEY QUESTION(S):</b>            What do we eat?            Why do we eat what we eat?</p> <p><b>KEY CONCEPTS:</b>            diet, health, appearance,            perception, identity</p> <p><b>KEY PROCESSES:</b>            analysing, defining, explaining,            noticing, interpreting, listing</p>	<p><b>KEY QUESTION(S):</b>            Where is my next destination?            What kind of holiday do I want, and            why? What kind of impact does            tourism have?</p> <p><b>KEY CONCEPTS:</b>            culture, context, globalisation</p> <p><b>KEY PROCESSES:</b>            identifying, analysing, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b>            Socialise and exchange views on            local and global issues</p> <p><b>SYSTEMS OF LANGUAGE</b>            Recognise the regularities and            irregularities of spoken French, and            use pronunciation, rhythm and</p>	<p><b>SOCIALISING</b>            Develop classroom language to            manage shared learning            experiences, monitor performance            and discuss French language and            culture learning</p>	<p><b>SOCIALISING</b>            Participate in collaborative projects            that make connections between            French language and culture and            other curriculum areas</p> <p><b>REFLECTING</b>            Consider and discuss own and</p>	<p><b>REFLECTING</b>            Interact with French speakers and            resources, recognising that            intercultural communication            involves shared responsibility for            meaning making</p>

<p>stress in increasingly complex ways</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Recognise that French is used in varying ways to achieve different purposes</p>	<p><b>INFORMING</b></p> <p>Convey information on selected topics using different modes of presentation to suit different audiences</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand the symbolic nature of language in local and global contexts</p> <p><b>Module 3:</b></p> <p><b>WHO DO I WANT TO BECOME?</b></p> <p><b>KEY QUESTION(S):</b></p> <p>What is really important to me? How do I see myself?</p> <p><b>KEY CONCEPTS:</b></p> <p>occupations, family, money, values, success</p> <p><b>KEY PROCESSES:</b></p> <p>informing, presenting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b></p> <p>Access and analyse information from different sources, identifying</p>	<p>others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs</p> <p><b>Module 5:</b></p> <p><b>MY HOUSE</b></p> <p><b>KEY QUESTION(S):</b></p> <p>Where do I want to live? Do I prefer living in the city or in the country? Is life more simple in the country?</p> <p><b>KEY CONCEPTS:</b></p> <p>home, standard, place</p> <p><b>KEY PROCESSES:</b></p> <p>researching, explaining, listening, drawing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>CREATING</b></p> <p>Respond to a range of traditional and contemporary texts, and</p>	<p><b>SYSTEMS OF LANGUAGE</b></p> <p>Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense</p> <p>Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements</p>
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	<p>how culture and context influence the presentation of ideas</p> <p><b>TRANSLATING</b> Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another</p> <p><b>Language variation and change</b> Examine the nature of language change in response to changing cultural conditions</p>	<p>compare themes and language style</p> <p>Create imaginative texts to entertain, convey ideas and express emotions</p> <p><b>TRANSLATING</b> Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts</p>	
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**Years 9 and 10 Achievement Standard**

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver, se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They



identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as *préparer, préparation; le marché, le supermarché, l'hypermarché*). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

Updated 29/1/2018