

Year 9 French: Pointe de la Mode

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 (family, friends, interests),** and some broader social and cultural issues (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 recognise the form and function of reflexive verbs (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 (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.**

Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, **gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (formal and informal language, body language) and for reflecting on the experience of French language and culture learning.** They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). **Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine).** They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural group.

Unit Specific Information [various forms e.g. assessment focus, context, etc]

Students will examine fashion and changing fashion trends throughout the last century.

Students will initially focus on discussing clothing and fashion at a personal level and then transition into discussing fashion trends. Students will compare and contrast fashion trends from the last 100 years, and give potential explanations as to why trends have changed.

Students will engage with the *passé composé*, for the first time, tense of regular verbs with *avoir* and *être*, as well as noticing that the *participe passé* form of verbs with *être* involves gender and number agreement.

Assessment Details:

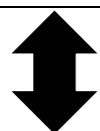
Portfolio Task

Weeks 5 – 9

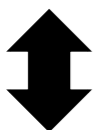
Due final lesson of Week 9.



READING / VIEWING/ LISTENING: Core Text 1: Fashion Articles
COMPREHENSION SKILL FOCUS: Determine importance



THINKING: Understand, explain & construct
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WRITTEN / SPOKEN / MULTI-MODAL TEXT Written – Fashion through the ages Spoken – Fashion garments and
HIGHLY VALUED LANGUAGE FEATURE FOCUS: Descriptive complex sentence s

Priority Standards			
	Use French To Exchange Information	French Grammatical Systems and Structures	Identify Relevant Information from Authentic Stimuli
4	In addition to Score 03, I can independently construct spoken and written French in unrehearsed settings.	In addition to Score 03, I can manipulate French grammatical systems to spontaneously create spoken and written French	In addition to Score 03, I can manipulate information from authentic French stimuli to create my own language
3	I can use a range of seen and unseen French sentence structures to socialise and exchange information with my peers relating to items of clothing, how social movements impact on fashion and fashion throughout history.	I can use a range of French grammatical systems and structures with accuracy in a variety of settings.	I can identify relevant information from authentic spoken and written French stimuli
2	Perform basic processes including: <ul style="list-style-type: none"> - using simple and compound sentences to structure opinions and statements <ul style="list-style-type: none"> i explaining preferences, justifying decisions, detailed descriptions - Use expressive and descriptive language to describe clothing and fashion trends <ul style="list-style-type: none"> i colours, textiles, patterns, preferences, popularity - Use cohesive ties when constructing written and spoken French <ul style="list-style-type: none"> i parfois, dans, beaucoup, toujours, d'abord, maintenant, parce que, souvent, mais 	Perform basic processes including: <ul style="list-style-type: none"> - Understanding different tenses <ul style="list-style-type: none"> i Present i Perfect tense (le passé composé) - Extending knowledge of present tense - Understand the function of pronouns <ul style="list-style-type: none"> i Interrogative pronouns – qui, que - Understand the rule of adjectives and the function of demonstrative and indefinite adjectives <ul style="list-style-type: none"> i Adjectival agreement i Demonstrative adjectives – ce, cette, ces i Indefinite adjectives – autre, tout, quelque 	Perform basic processes including: <ul style="list-style-type: none"> - examining information obtained from different sites and sources - listening to and viewing short informative texts, listing key words and points of information to be reused in own work, and considering how emphasis or perspective can reflect culture and context - listening to, reading or viewing excerpts from a wide range of text types, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information

Assessment Overview:**Task:** Portfolio Task**Macros:**

- Reading
- Listening
- Viewing
- Writing
- Speaking

Cognitive Verb/s:

- Understand
- Use
- Explain
- Construct
- Compare
- Contrast
- Justify

Skills:

- Communicating
- Understanding

Guaranteed Vocabulary:	Design Question Three/ Four Strategy	Design Question Five	21st Century Skill:
<ul style="list-style-type: none"> - Clothing Items - Colours - Patterns 	<p>DQ3 – AS 14 Reviewing Content DQ3 – AS 15 Organising Students to Practice and Deepen their Knowledge DQ3 – AS 16 Using Homework DQ3 – AS 19 Practicing Skills, Strategies and Processes DQ 3 – AS 20 Revising Knowledge</p> <p>Students will engage with all three units simultaneously throughout the unit to solidify their knowledge and skills in French</p> <p>DQ 4 – AS 21 Organising Students for Cognitively Complex Tasks DQ 4 – AS 22 Engaging Students with Cognitively Complex Tasks DQ 4 – AS 22 Providing Resources and Guidance</p>	<p>Element 14: Generating and Defending Claims</p> <ul style="list-style-type: none"> - Introducing the concept of claims support - Presenting the formal structure of claims and support - Generating Claims - Providing Grounds - Providing backing - Generating qualifiers - Formally presenting claims 	<p>Collaboration:</p> <ul style="list-style-type: none"> - Relating to others (interacting with others) - Recognising and using diverse perspectives - Participating and contributing <p>Creative Thinking:</p> <ul style="list-style-type: none"> - Curiosity and imagination - Creativity - Generating and applying new ideas Identifying alternatives - Seeing or making new links <p>Communication:</p> <ul style="list-style-type: none"> - Effective oral and written communication - Using language, symbols and texts - Communicating ideas effectively with diverse audiences

	Students will engage with cognitively complex task that will involve them using their language skills to form hypotheses and work collaboratively to problem solve.		Personal and Social Skills: - Citizenship - Cultural awareness
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs	ICT to Enhance Learning:
<ul style="list-style-type: none"> - Complex Sentences - Pronouns (Interrogative Forms) - Cohesive Devices - Perfect Tense (Passé Composé) - Numbers (Prices) - Adjectives (Demonstrative) - Adjectives (Indefinite) 	<p>Monitor Reading and Apply Fix-Up Strategies</p> <p>Students will focus on becoming proficient readers. Proficient readers watch themselves as they read and expect to make adjustments in their strategies to ensure that they are able to achieve a satisfactory understanding of a text</p> <p>Suggested Strategies: Author Says/ I Say p.64 Student friendly vocab explanations p.206 Vocabulary Overview Guide p.217</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<ul style="list-style-type: none"> - Understand - Use - Explain - Construct - Compare - Contrast - Justify - Identify - Translate - Locate 	<p>Students will engage with the following forms of ICT to support and enhance learning:</p> <ul style="list-style-type: none"> - Computers <ul style="list-style-type: none"> i PowerPoint i eLearn i BlackBoard - Apps (including but not limited to) <ul style="list-style-type: none"> i Duolingo i Memrise i Education Perfect i Memrise i Boom Cards

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Communicating	Socialise and exchange views on local and global issues	<ul style="list-style-type: none"> • Students can use simple and compound sentences to structure arguments, and explain or justify a position in relation to personal • Students can initiate and sustain conversation through active-listening strategies, turn-taking cues and verbal and non-verbal responses • Students can use descriptive and expressive language to exchange views on global issues
	Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning	<ul style="list-style-type: none"> • Students can use evaluative and comparative language to discuss different learning resources
	Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas	<ul style="list-style-type: none"> • Students can examine information obtained from different sites and sources to compare how young people are represented • Students can listen to and view informative texts such as documentaries or news reports, listing key words and points of information to be reused in own constructions • Students can consider how emphasis or perspective can reflect culture and context
	Convey information on selected topics using different modes of presentation to suit different audiences	<ul style="list-style-type: none"> • Students can present information in different formats for different audiences matching language and structure to context and content • Students can convey information and ideas by aligning choice of language and text structure to topics and themes
	Respond to a range of traditional and contemporary texts, and compare themes and language style	<ul style="list-style-type: none"> • Students can respond to a range of traditional and contemporary texts, and compare themes and language style
	Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts	<ul style="list-style-type: none"> • Students can provide bilingual captions for images of French or Australian scenes to explain cultural references • Students can create parallel bilingual captions for a display or exhibition, and comparing how meanings are conveyed in each language
	Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making	<ul style="list-style-type: none"> • Students can interact with resources, recognising that intercultural communication involves shared responsibility for meaning making
	Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking	<ul style="list-style-type: none"> • Students can examine the nature of identity, how it is fluid and dynamic and closely related to both language and culture • Students can develop a language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable

	Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another	<ul style="list-style-type: none"> • Students can translate short texts from French to English • Students can experiment with various resources to assist in translation, including bilingual and monolingual dictionaries, electronic translators, encyclopaedias and other reference materials, for example, by comparing translations, back-translating and swapping useful references
Understanding	Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways	<ul style="list-style-type: none"> • Students can recognise and reproduce rhythms in more complex sentences • Students can use pausing and intonation to signal clause sequence and emphasis • Students can use tone and intonation to indicate emphasis or emotion • Students can use words and expressions with more complex syllable combinations, building fluency and accuracy in relation to pitch, stress and rhythm • Students can recognise the role of pronunciation, rhythm and pace in creating effects and suggesting relationships in oral texts such as stories, poems, songs and conversations
	Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense	<ul style="list-style-type: none"> • Students can understand additional negative forms • Students can understand the function of comparative and superlative forms of adverbs and adjectives • Students can develop their knowledge of <i>le passé composé</i>, understanding that verbs conjugated with <i>être</i> require agreement of the past participle with the subject • Students can understand that verbs conjugated with <i>avoir</i>, when forming <i>le passé composé</i>, require agreement between the past participle and preceding direct object • Students can recognise how grammatical choices shade meaning and establish register • Students can develop metalanguage to talk in French and English about word order, verb moods, tenses or agreements
	Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements	<ul style="list-style-type: none"> • Students can identify how grammatical choices, words and images combine in a text to achieve particular intentions and effects • Students can compare French and English versions of texts with easily recognisable language features • Students can notice differences or similarities in imagery or focus that might be culturally significant • Students can interpret, explain, and use textual conventions popular with young French speakers
	Recognise that French is used in varying ways to achieve different purposes	<ul style="list-style-type: none"> • Students can compare spoken and written texts to identify how differences in grammar and text features determine the nature of interactions
Possible Habit of Mind: Thinking and Communicating with Clarity and Precision		

<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>	<p>Expanding Capacity for using the HOM Students will expand their capacity for using this HOM by ensuring that their initial engagement with French language is done so in a correct and structured manner</p>	<p>Increasing Alertness for the HOM Students will examine set language construction in French</p>	<p>Extending Values of the HOM Students will reflect upon the importance of writing with clarity and precision when communicating</p>	<p>Building Commitment towards the HOM By the end of this unit it is hoped students will be able to express self-introductory information about themselves as well as others in French.</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy <input checked="" type="checkbox"/> Comprehending texts through listening, reading and viewing <input checked="" type="checkbox"/> Composing texts through speaking, writing and creating <input checked="" type="checkbox"/> Text knowledge <input checked="" type="checkbox"/> Grammar knowledge <input checked="" type="checkbox"/> Word knowledge <input checked="" type="checkbox"/> Visual knowledge</p> <p>Numeracy <input checked="" type="checkbox"/> Estimating and calculating with whole numbers <input checked="" type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input checked="" type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement</p>	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas <input type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input checked="" type="checkbox"/> Social awareness <input type="checkbox"/> Social management <input type="checkbox"/> Ethical understanding <input type="checkbox"/> Understanding ethical concepts and issues <input checked="" type="checkbox"/> Reasoning in decision making and actions <input checked="" type="checkbox"/> Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognising culture and developing respect <input type="checkbox"/> Interacting and empathising with others <input checked="" type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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Differentiation [for small groups or individuals]:

Students engaging within this unit and program are from a variety of streams, including Academic Excellence. Allowances and differentiation will be made at an individual teacher level to ensure that these students are properly extended and challenged in depth of skills.

Also, students engaging with this program who are hearing impaired will have their modified assessment verified by their Case Manager in the SEP unit. Classroom teachers will make individual modifications for hearing impaired students' needs and liaise heavily with their Auslan Interpreter.

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

