



Halton Catholic District School Board

CORPUS CHRISTI

CATHOLIC SECONDARY

SCHOOL

Achieving Believing Belonging

The Transition from Grade 8 to Grade 9

Achieving Believing Belonging

Academic Courses (D)

e.g. ENG1D1 is Grade 9 Academic English

- Geared to students currently achieving 70% or higher in specific subject area
- Greater emphasis on THEORY as a basis for future learning
- Learning is *student-centred* (student is expected to be an independent, self-motivated learner)
- Pacing is fast (new concepts presented daily)
- Workload is demanding (requires daily homework completion)

Applied Courses (P)

e.g. ENG1P1 is Grade 9 Applied English

- Geared to students currently achieving under 70% in specific subject area
- Emphasis is on PRACTICAL and hands-on application of learned concepts
- Learning is *teacher-centred* (teacher will guide students in their learning)
- Requires regular attendance and some individual and focused work
- Workload is moderate (some homework is required)

Locally Developed Courses (L)

e.g. ENG1L1 is Grade 9 Locally Developed English

- For students working below grade level
 - Low level 1 or less than 50% coming from grade 8
- Offered in English, Math, and Science
- Lead to the workplace stream in grade 11 and 12
- Can be used to effectively bridge the gap that may exist between grade 8 and the grade 9 applied programs

Choosing the Right Level for English

Achieving Believing Belonging

Grade 9 English Course Levels

Grade Nine Applied English (ENG 1P1)	Grade Nine Academic (ENG 1D1)
<ul style="list-style-type: none"> <input type="checkbox"/> Intended for students interested in attending college (diploma programs) pursuing apprentice programs, or the workplace directly from high school 	<ul style="list-style-type: none"> <input type="checkbox"/> Intended for students interested in pursuing university directly from high school
Reading	Reading
<ul style="list-style-type: none"> <input type="checkbox"/> Less independent readers (ability, attitude) <input type="checkbox"/> Core works are read entirely in class; discussions ensue during reading that direct understanding and enables all students to gain insights whether or not they are able to do so on their own 	<ul style="list-style-type: none"> <input type="checkbox"/> Mature independent readers <input type="checkbox"/> Core works are challenging; read independently and analysed thoroughly in class <input type="checkbox"/> Expectations involve accurate and well-supported inferences about the text
Writing	Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Focuses on the development of a series of paragraphs (partially in preparation for OSSLT in grade 10 which they must pass in order to graduate) <input type="checkbox"/> Involves the use of quotations to support ideas <input type="checkbox"/> Includes use of formal writing and proper MLA conventions <input type="checkbox"/> Involves considerable class time devoted to preparation of written submissions under teacher supervision 	<ul style="list-style-type: none"> <input type="checkbox"/> Focuses on the essay (foundation for academic courses throughout secondary school) <input type="checkbox"/> Topics emphasize literary analysis—test insight into texts and ability to organise in a five paragraph essay <input type="checkbox"/> Implementation of formal writing and MLA conventions

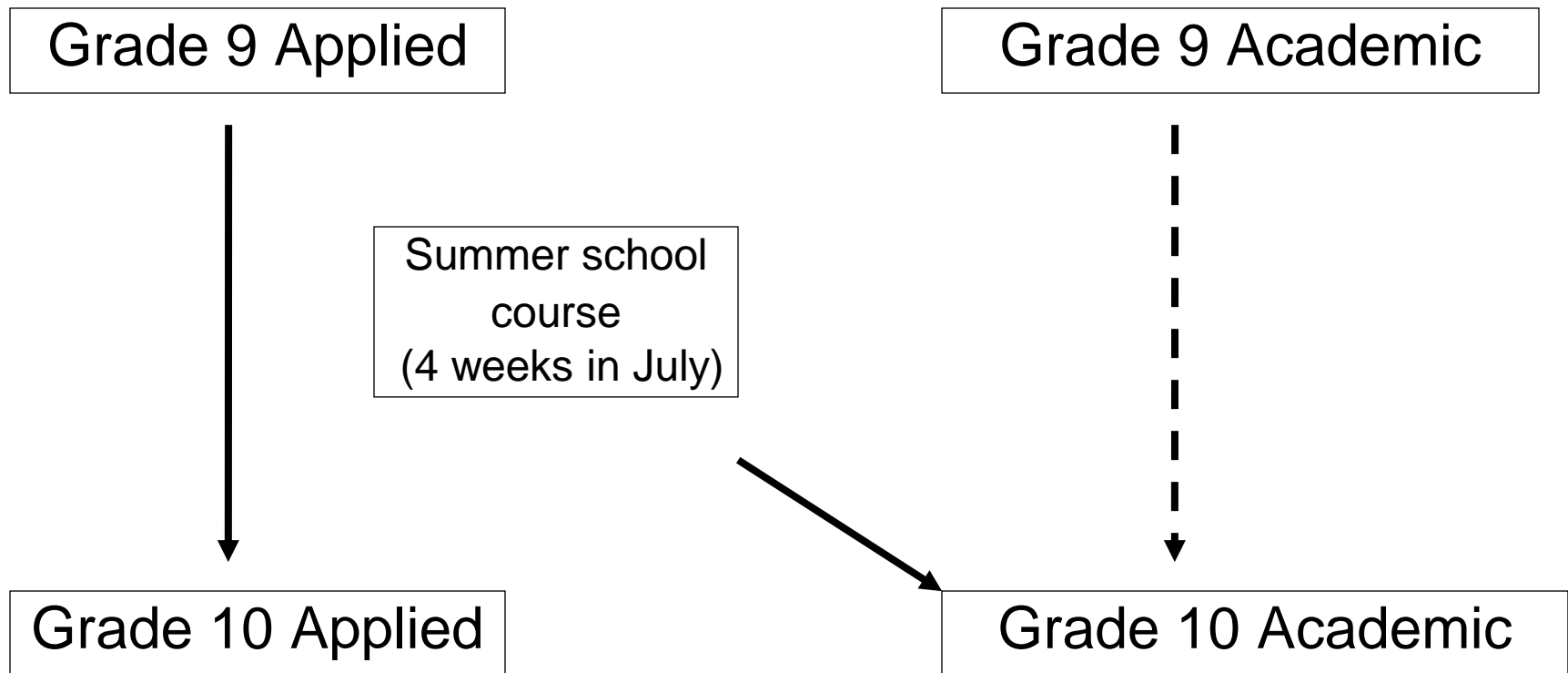
Grade 9 English Course Levels

Grade Nine Applied English (ENG 1P1)	Grade Nine Academic English (ENG 1D1)
Homework	Homework
<input type="checkbox"/> Class time is devoted to beginning (and perhaps completing) work <input type="checkbox"/> Any incomplete work is done for homework	<input type="checkbox"/> Homework is given daily – good work and study habits are essential for success
Texts	Texts
<input type="checkbox"/> <i>Flipped, Sketches, And Then There Were None</i> <input type="checkbox"/> Short pieces – fiction and non-fiction	<input type="checkbox"/> <i>To Kill a Mockingbird, The Merchant of Venice</i> <input type="checkbox"/> Short pieces – fiction and non-fiction <input type="checkbox"/> Additional independently studied novel

Grade 9 Locally Developed English (ENG 1L)

•available for students working below grade level in English. Intensive and individualized program which helps some students eventually enrol in the applied level but also allows for completion of high school.

Applied/Academic Course Changes in Grade 10



LE FRANÇAIS AU NIVEAU SECONDAIRE

FSF1P OU FSF1D

Core French, Grade 9, Applied

(FSF1E)

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Core French, Grade 9, Academic

(FSF1D)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

THE ONTARIO CURRICULUM, GRADES 9 AND 10: FRENCH AS A SECOND LANGUAGE

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to short, structured spoken texts;
- listen and respond to a variety of short, simple, non-structured media works;
- express ideas and opinions in short conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- understand and follow specific instructions;
- respond to spoken texts and media works by asking and answering questions and identifying the main ideas;
- listen to spoken texts and media works in order to practise correct pronunciation, intonation, and expression.

Speaking

By the end of this course, students will:

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures in Core French, Grade 9, p. 15);
- use newly acquired vocabulary in conversation;
- recognize particular vocabulary in Canada that are different from those used in other French-speaking regions (e.g., *le dîner/ le déjeuner, l'école secondaire*).

THE ONTARIO CURRICULUM, GRADES 9 AND 10: FRENCH AS A SECOND LANGUAGE

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen and respond to short, structured spoken texts;
- listen and respond to a variety of short, simple, non-structured media works;
- express ideas and opinions in short conversations and teacher-guided discussions;
- make oral presentations on a variety of topics;
- use appropriate language conventions during oral communication activities.

Specific Expectations

Listening

By the end of this course, students will:

- respond to spoken texts and media works by recounting key information and explaining some supporting details;
- listen to the ideas and opinions of others, agree or disagree, and justify their points of view;
- respond to classmates' presentations by asking questions for clarification and by providing feedback.

Application of Language Conventions

By the end of this course, students will:

- recognize and use appropriate language structures (see language structures in Core French, Grade 9, p. 15);
- use newly acquired vocabulary in conversation;
- recognize particular vocabulary in Canada that are different from those used in other French-speaking regions (e.g., *le dîner/ le déjeuner, l'école secondaire*).

Le futur simple

Pour parler des actions dans l'avenir...



1. Dans l'avenir, je ferais du sport aventure.
2. Je choisirais le sport le plus dangereux.
3. Je descendrais la piste à toute vitesse.
4. Je gagnerais une médaille!

Quelle est la règle?

Terminaisons	les verbes en -er gagner	les verbes en -ir choisir	les verbes en -re descendre
-ai	je gagnerai	je choisirai	je descendrai
-as	tu gagneras	tu choisiras	tu descendras
-a	il / elle / on gagnera	il / elle / on choisira	il / elle / on descendra
-ons	nous gagnerons	nous choisirons	nous descendrons
-ez	vous gagnerez	vous choisirez	vous descendrez
-ont	ils / elles gagneront	ils / elles choisiront	ils / elles descendront

Attention aux verbes irréguliers!

aller → ir-

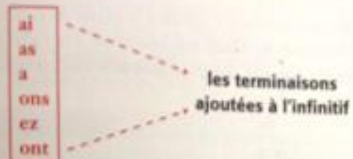
j'irai nous irons
tu iras vous irez
il / elle / on ira ils / elles iront

faire → fer-

je ferai nous ferons
tu feras vous ferez
il / elle / on fera ils / elles feront

Hum... quelle est la règle?

a) Les terminaisons du futur



b) La formation du futur simple

l'infinitif (le radical)	+	les terminaisons	=	le futur simple
changer				je changerai tu changeras il, elle changera nous changerons vous changerez ils, elles changeront
finir				je finirai tu finiras il, elle finira nous finirons vous finirez ils, elles finiront
*vendre				je vendrai tu vendras il, elle vendra nous vendrons vous vendrez ils, elles vendront

*ATTENTION! Pour les verbes en -re, on enlève le e final avant d'ajouter les terminaisons.

Références : le futur simple, pp. 220-222.

A Voici des sports fictifs de l'avenir. Complète les phrases.

Exemple : Dans l'avenir, on du skisurf aux Jeux olympiques. (faire)
Dans l'avenir, on **fera** du skisurf aux Jeux olympiques.

1. Dans l'avenir, on au roller-frisbee. (jouer)
2. Dans l'avenir, on aux Jeux olympiques virtuels. (participer)
3. Dans l'avenir, on une montagne en patins à roulettes! (descendre)
4. Dans l'avenir, on le vélo-surf pour les Jeux olympiques. (choisir)

B Regarde l'image d'un sport de l'avenir. Complète la description ci-dessous.

Exemple : On **fera** ce sport dans les montagnes. (faire)



1. On un kayak spécial et d'autre équipement protecteur. (utiliser)
2. On un casque. (porter)
3. On à ce sport en équipes. (participer)
4. On à faire ce sport sur les pistes de ski en hiver. (apprendre)

► Cahier p. 193

Le futur simple

1. Lis les questions et les réponses suivantes.

- a) Jean, est-ce que tu feras des recherches à la bibliothèque?
- Oui, je ferai des recherches et je **trouverai** un thème intéressant.
- Non, je ne **ferai** pas de recherches.
- b) Les filles, est-ce que vous **partirez** demain?
- Oui, nous **partirons** demain.
- Non, nous ne **partirons** pas demain. Nous partirons la semaine prochaine.

2. Est-ce que les phrases précédentes sont au présent, au passé ou au futur?

3. Quelle est la forme des verbes en couleur?

4. Examine bien les terminaisons. Où est-ce que tu les as déjà vues?

5. Où est-ce qu'on place *ne... pas*?

Application

Réponds aux questions suivantes. Réfère-toi aux phrases en haut de la page.

1. Jean, est-ce que tu chercheras des sources d'informations?
2. Julie, est-ce que tu aimeras le thème?
3. Est-ce que la professeure prendra le thème au sérieux?
4. Les garçons, est-ce que vous choisirez un thème?
5. Est-ce que les élèves comprendront les instructions?
6. Est-ce que les élèves finiront à temps?

A ta tâche

Un sport de l'avenir

Crée un nouveau sport de l'avenir.

- 1 Fais un plan. Pour t'aider, tu peux combiner deux sports qui existent déjà.

► Cahier p. 196

- 2 Prépare ta présentation de ton sport par écrit. Utilise un modèle.

► Cahier p. 199

Stratégies d'écriture

Je vérifie mon texte.
Je demande à un ou une partenaire de vérifier mon texte.

- 3 Prépare une aide visuelle de ton sport.

- 4 Présente ton nouveau sport à la classe.

Stratégie pour bien parler

Je varie l'intonation et le ton de ma voix.




www.pearsoned.ca/qucderm



Activités

orales et écrites

1.  Écoute la professeure parler à la classe de sa visite à la bibliothèque. Réponds aux questions à la page 78 de ton cahier pendant que tu écoutes. Après, explique à ton ou ta partenaire ce que la prof a dit.
2. À deux, identifiez quelques problèmes environnementaux. Utilisez votre dictionnaire pour vérifier les mots en français. Notez vos idées à la page 72 de votre cahier. Ensuite, répondez aux questions suivantes.
 - a) Quel problème trouvez-vous intéressant?
 - b) Où trouverez-vous des sources d'informations sur ce problème?
 - c) Y a-t-il une solution simple à ce problème? Laquelle?

Présentez votre problème et votre solution à un autre groupe.
3. En groupes, analysez la situation au supermarché.
 - a) Quel est le problème?
 - b) Quelle est la cause?
 - c) Quelle solution est-ce que Jean propose?

À votre avis, est-ce que Jean est sérieux quand il parle de la tomate carrée? Pouvez-vous suggérer d'autres solutions à ce problème?

Vocabulaire utile

- carré(e)
- la pollution
- rond(e)
- la pluie acide
- rester en place
- l'effet de serre
- les espèces en voie d'extinction
- tomber par terre
- une tomate

N'oublie pas ton vocabulaire personnel dans ton cahier.



LE TRAVAIL

1P - Applied	1D - Academic
- needs repetition	- works better independently
- needs review	- is bored by repetitious assignments/homework
- needs visual reinforcement	- grasps new ideas without much reinforcement
- needs structure in homework and assignments	- prefers open-ended assignments

LES QUALITÉS NÉCESSAIRES