

## COURSE OUTLINE – French 8









### Course Overview & Expectations:

This course is designed for building the basics in the French language and create some skills for simple conversations as well as skills useful for getting around French speaking countries. There is also a focus on culture in the French speaking world with an IB lens and getting a snapshot of some practices where French is spoken. The course will develop simple reading, listening, writing and speaking skills in assessments and classroom activities.

### Learning:

Through engaging with this course, students should UNDERSTAND that

Core French					
Listening and viewing with intent supports our acquisition and understanding of a new language.	We can express ourselves and talk about the world around us in a new language.	With increased fluency, we can participate actively in reciprocal interactions.	We can share our experiences and perspectives through stories.	Creative works are an expression of language and culture.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.
					

Through engaging with this course, students will KNOW...

Statement of Inquiry	Concepts	Unit Title/Topic
Accurate communication helps deliver a message about my identity	Communication	Qu'est-ce que je voudrais dire à mon sujet ?
Basic interactions in a foreign language go beyond the educational environment	Connections	Comment survivre dans une région Francophone ?
Culture and context are reflected in the narration of stories	Creativity	Raconter une histoire
Creation of fictional characters requires knowing the context and audience which facilitates better expression of identities and relationships	Culture	Créer un personnage

## Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
- Use various strategies to support communication	Practicing various forms of questions structures, including subject-verb inversion and raising tone, to convey meaning
- Exchange ideas and information using complete sentences, both orally and in writing	Presenting a family tree in pairs
- Explore and share information about Francophone communities around the world	-Locating Francophone regions on a TV5 website map to collect and present information about weather patterns

## Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Category Skill indicator	Examples
Thinking skills	Combine knowledge, understanding and skills to create original products
Social skills	Engage in classroom activities with classmates
Communication skills	Use appropriate forms of writing for different purposes, and speaking techniques (tone, volume, pace and intonation) to communicate to an audience
Self-management skills	Reflect on strengths and weaknesses in the 4 language acquisition competencies
Research skills	locate the appropriate information for my research tasks

## Assessment:

## Throughout this course, students will demonstrate their learning...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Listening</b>	Listen to French songs and fill blanks in the lyrics	Watch Kirikou cartoon and answer questions
<b>B: Reading</b>	Completing missing information in pairs (student A talks with student B)	Presenting a fictional character in a recorded conversation in pairs
<b>C: Speaking</b>	Reading a restaurant menu to prepare an order	Read a postcard and answer questions
<b>D: Writing</b>	Making the portrait of a family member	Describing a weekly schedule

## Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

## Assessment Rubrics:

### Emergent Level Criterion A: Listening

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>
3-4	Developing	The student: <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>
5-6	Proficient	The student: <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts and/or opinions and <b>supporting details</b>) in a variety of simple authentic texts</li> <li>ii. <b>interprets</b> conventions in simple authentic texts</li> <li>iii. <b>interprets</b> connections in simple authentic texts.</li> </ul>
7-8	Extending	The student: <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b>) in a <b>wide</b> variety of simple authentic texts</li> <li>ii. <b>analyzes</b> conventions in simple authentic texts</li> <li>iii. <b>analyzes</b> connections in simple authentic texts.</li> </ul>

### Criterion B: Reading

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>
3-4	Developing	The student: <ul style="list-style-type: none"> <li>i. identifies <b>some</b> stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. identifies <b>basic</b> conventions in simple authentic texts</li> <li>iii. identifies <b>basic</b> connections in simple authentic texts.</li> </ul>
5-6	Proficient	The student: <ul style="list-style-type: none"> <li>i. identifies <b>most</b> stated information (facts and/or opinions and <b>supporting details</b>) in a variety of simple authentic texts</li> <li>ii. <b>interprets</b> conventions in simple authentic texts</li> <li>iii. <b>interprets</b> connections in simple authentic texts.</li> </ul>
7-8	Extending	The student: <ul style="list-style-type: none"> <li>i. identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b>) in a <b>wide</b> variety of simple authentic texts</li> <li>ii. <b>analyzes</b> conventions in simple authentic texts</li> <li>iii. <b>analyzes</b> connections in simple authentic texts.</li> </ul>

## Criterion C: Speaking

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>uses a <b>limited range</b> of vocabulary</li> <li>uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>uses pronunciation and intonation with <b>many errors</b> which <b>often</b> hinder comprehension</li> <li>during interaction, communicates <b>limited</b> relevant information.</li> </ul>
3-4	Developing	The student: <ol style="list-style-type: none"> <li>uses a <b>basic range</b> of vocabulary</li> <li>uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>uses pronunciation and intonation with <b>some errors</b> which <b>sometimes</b> hinder comprehension</li> <li>during interaction, communicates <b>some</b> relevant information.</li> </ol>
5-6	Proficient	The student: <ol style="list-style-type: none"> <li>uses a <b>range</b> of vocabulary</li> <li>uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication</li> <li>uses pronunciation and intonation with <b>a few errors</b>. However, these <b>do not</b> hinder comprehension</li> <li>during interaction, communicates <b>most</b> of the relevant information.</li> </ol>
7-8	Extending	The student: <ol style="list-style-type: none"> <li>uses a <b>wide range</b> of vocabulary</li> <li>uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b></li> <li>during interaction, communicates <b>all or almost all</b> of the required information <b>clearly and effectively</b>.</li> </ol>

## Criterion D: Writing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: <ul style="list-style-type: none"> <li>uses a <b>limited range</b> of vocabulary</li> <li>uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>presents <b>some information</b> in a <b>partially-recognizable</b> format using <b>some basic</b> cohesive devices</li> <li>communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
3-4	Developing	The student: <ol style="list-style-type: none"> <li>uses a <b>basic range</b> of vocabulary</li> <li>uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices</li> <li>communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ol>
5-6	Proficient	The student: <ol style="list-style-type: none"> <li>uses a <b>range</b> of vocabulary</li> <li>uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication</li> <li>organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices</li> <li>communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.</li> </ol>
7-8	Extending	The student: <ul style="list-style-type: none"> <li>uses a <b>wide range</b> of vocabulary</li> <li>uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices</li> <li>communicates <b>all or almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.</li> </ul>