



COURSE OUTLINE

French 8 – Madame C. Misceo

COURSE DESCRIPTION:

In French 8, students will work on developing the four language skills (reading, speaking, listening, and writing). They will learn how to interact in various social situations such as ordering food at a restaurant, shopping for clothing, and telling about themselves and their family. Vocabulary building will be an important component of language acquisition at the grade 8 level. Students will learn basic grammar such as present, future and recent past tenses. Students will learn about various regions in France, Quebec and other francophone countries.

BIG IDEAS:

- Listening and viewing with intent deepens our understanding of French.
- We can express ourselves and talk about the world around us in French.
- With increased fluency in French, we can participate more actively in reciprocal interactions.
- Stories allow us to communicate ideas in a meaningful way.
- Creative works allow us to experience culture in an authentic way.
- Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.

LEARNING STANDARDS:

Curricular Competencies – *Students are expected to be able to do the following:*

- Recognize the relationship between French letter patterns and pronunciation
- Use a variety of strategies to increase understanding
- Understand increasingly complex key information and supporting details in texts
- Narrate, understand and retell simple stories
- Seek clarification and provide verification of meaning
- Exchange ideas and information using complete sentences orally and in writing
- Ask and answer a variety of questions about familiar topics
- Describe people, objects, and personal interests
- Compare and contrast basic characteristics of objects and people
- Explain reasons for emotional and physical states
- Express basic beliefs and opinions
- Identify and share information about Francophone communities around the world
- Expand their experience of Francophone culture through Francophone creative works
- Describe cultural aspects of Francophone communities, practices, and traditions
- Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities
- Explore ways to engage with Francophone communities, people, or experiences

Content - Students are expected to know the following:

- French letter patterns
- common, high frequency vocabulary and sentence structures for communicating meaning:
- asking and responding to different types of questions
- expressing time and frequency
- describing people, objects, and personal interests
- comparing and contrasting
- explaining reasons for preferences, emotions, and physical states
- expressing basic beliefs and opinions
- describing cultural aspects of communities
- past, present, and future time frames
- common elements of stories
- cultural aspects of Francophone communities, practices, and traditions

COURSE CONTENT:

Students will have the opportunity to meet the learning standards through the following:

UNITS 1-4: Review

UNIT 5: En famille

asking for and giving information, pointing out family members, asking and telling how old someone is, describing physical traits, asking and telling what the date is, explaining something, telling when someone's birthday is, expressing emotions, describing character

UNIT 6: Tu viens d'où?

asking for and giving information, asking and telling where someone is from, identifying nationalities, identifying professions, explaining something, inviting, expressing emotions

UNIT 7: On fait les magasins

expressing intentions and need, inviting, expressing likes and dislikes, inquiring about and comparing prices, agreeing and disagreeing, choosing and purchasing items, asking someone to repeat, asking for and giving information

UNIT 8: On fait les courses

asking for and giving information, agreeing and disagreeing, identifying objects, asking for permission, expressing likes and dislikes, insisting, asking for and stating a price, making a complaint, inquiring about and comparing prices, negotiating, choosing and purchasing items

UNIT 9: À la maison

identifying objects, inviting, accepting and refusing an invitation, greeting someone, introducing someone else, offering and accepting a gift, excusing oneself, offering food and beverages, expressing intentions, describing routines, giving location, agreeing/disagreeing

COURSE MATERIALS:

- C'est à toi! 1
- CD's, workbook, videos/DVD's accompanying textbook series
- Online activities
- Supplementary handouts

ASSESSMENT AND EVALUATION:

The following formative and summative assessment strategies will be used:

- Daily homework assignments
- Activities using all 4 language skills (reading, writing, listening and speaking)
- Evaluation through conversations, questions, etc. (partner and group)
- Individual and Group Projects
- Presentations
- Quizzes and Tests (listening, reading, speaking and writing)
- Final Project

ASSIGNMENT OF MARKS:

- Student grades will be reported cumulatively throughout the year.
- All Units and Final Project will be equally weighted to total 100%.

COURSE POLICIES AND PROCEDURES:

A. Attendance

- Missing classes will have an impact on learning, assessment, and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed assignments, work, or homework.
- After an excused absence, the student must see the teacher upon return to school for missed work and to schedule an appointment to write any missed tests/quizzes.

B. Plagiarism and Cheating

Students are expected to abide by the Policy on Plagiarism and Cheating as outlined in their agenda books as well as the guidelines that pertain to the Modern Languages Department:

- The use of translators, electronic or otherwise, is strictly prohibited on assignments. (www.wordreference.com is acceptable)
- Work previously corrected or enhanced by a tutor (or someone with a higher knowledge of the language than the student), may not be handed in as your own work.
- If it is suspected that an assignment has been enhanced by the aid of a translator or tutor, the student may be asked to reproduce similar work in the presence of the teacher. Rough copies and other work may also be requested in order to corroborate the authenticity of the student's work.

C. "I's"

Language learning is cumulative. The "I" symbol alerts students and parents that the student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. Students will be informed of an "I" by either an Interim Report or on their Report Card.

When a student receives an "I", the teacher will specify a plan of action that the student must undertake to achieve the necessary, learning outcomes. It is the responsibility of the students to complete the necessary learning by the specific date or the "I" will convert into an "F".