

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. Formative assessments could include;	Summative assessment is assessment <i>of</i> learning. Summative assessments could include;
A: Listening	Listen to French songs and fill blanks in the lyrics	Watch Kirikou cartoon and answer questions
B: Reading	Completing missing information in pairs (student A talks with student B)	Presenting a fictional character in a recorded conversation in pairs
C: Speaking	Reading a restaurant menu to prepare an order	Read a postcard and answer questions
D: Writing	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>

Grade Descriptors:

Grade 7

Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

Grade 6

Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade 5

Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.

Grade 4

Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.

Grade 3

Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.

Grade 2

Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Emergent Level

Criterion A: Listening

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections in simple authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyzes conventions in simple authentic texts iii. analyzes connections in simple authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies minimal stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
3-4	The student: i. identifies some stated information (facts and/or opinions) in simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.
5-6	The student: i. identifies most stated information (facts and/or opinions and supporting details) in a variety of simple authentic texts ii. interprets conventions in simple authentic texts iii. interprets connections in simple authentic texts.
7-8	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyzes conventions in simple authentic texts iii. analyzes connections in simple authentic texts.

Criterion C: Speaking

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

Criterion D: Writing

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