

## Grade 8 Core French Course Outline

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### OVERALL GOALS

The study of French is based on the belief that the development of second-language skills is important for an individual's growth and development, cultural understanding and career opportunities in Canada and around the world. The focus of each unit is to offer students authentic situations in which to communicate about different topics, using sound language-learning strategies. Students perform or produce various thematically related activities in every strand of oral communication, reading and writing. Grammar, language conventions and vocabulary are integrated within the unit activities, allowing language learning to take place in the context of meaningful communicative and experiential situations.

**Textbook:** On Y Va! 2      **Publisher:** Addison Wesley (2002)

The textbook that you receive at the beginning of the year is on loan and will be collected in June. **YOU ARE RESPONSIBLE FOR RETURNING YOUR TEXTBOOK IN THE SAME CONDITION IN WHICH IT WAS GIVEN TO YOU.** The replacement value for a lost textbook is \$40.

### MATERIALS

The following is a list of the materials that you need to bring to each class:

- Pen/pencil/eraser/pencil case
- Your assigned French text book and cahier
- Lined paper and previous worksheets in a three-ring binder
- French/English dictionary

### CLASSROOM EXPECTATIONS

1. Students will respect themselves, their peers, their teacher, and the classroom.
2. Students will come to class on time, organized and prepared to learn.
3. Good attendance and punctuality are essential.
4. All homework assignments are to be completed and handed in on time.
5. It is the student's responsibility to catch up on missed class work, tests and
6. assignments due to absence.
7. If a test is missed due to illness or an unforeseen absence, it is to be written the first day upon return. It is the student's responsibility to see the teacher on the morning of their return to make arrangements to write the test.
8. Assignment due dates are enforced whether or not the student is at school. It is the student's responsibility to ensure that assignments are submitted on or before the due date.
9. It is the students' responsibility to ask questions and to make appointments for extra help.
10. Regular homework assignments are an essential part of this course and serve to reinforce new skills and understandings. Students are encouraged and expected to attempt all homework assignments and to seek help before the due date as necessary.

### Assessment and Evaluation:

I	Oral Communication	<ul style="list-style-type: none"> <li>- listening to questions</li> <li>- understanding questions</li> <li>- responding orally to questions</li> <li>- willingness to participate</li> </ul>
II	Written Work	<ul style="list-style-type: none"> <li>- daily assignments</li> <li>- projects</li> <li>- quizzes</li> <li>- tests</li> </ul>
III	Reading	<ul style="list-style-type: none"> <li>- reading for fluency</li> <li>- reading for comprehension</li> <li>- effort to comprehend</li> <li>- answering questions to show understanding</li> </ul>

Students will be assessed using a variety of tools such as tests, quizzes performance tasks, presentations, etc. In most cases, a rubric based on 4 level of achievement will be used to assess mastery of the curriculum expectations.

80%-100%	Level 4	Achievement is above provincial standard
70%-79%	Level 3	Achievement is at the provincial standard
60%-69%	Level 2	Achievement is below but approaching provincial standard
50%-59%	Level 1	Achievement is below the provincial standard
Below 50%		Insufficient achievement of curriculum expectations.

### Long Range Plan

TERM	UNIT	TITLE	THEME	GRAMMAR FOCUS
Term 1	1	<ul style="list-style-type: none"> <li>• Au casse-croute</li> </ul>	Ordering a meal at a snack bar	<ul style="list-style-type: none"> <li>- the verbs <i>vouloir, pouvoir</i> and <i>devoir</i></li> <li>- subject/verb agreement</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Bizarre et fascinant</li> </ul>	Extraordinary animals	<ul style="list-style-type: none"> <li>- review of the imperative form</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Chasses aux indices</li> </ul>	Detective Work	<ul style="list-style-type: none"> <li>- past tense of regular and irregular verbs with the auxiliary verb <i>avoir</i></li> <li>-formation of adverbs that end in <i>-ment</i></li> </ul>
Term 2	4	<ul style="list-style-type: none"> <li>• Choix multiples</li> </ul>	Careers	<ul style="list-style-type: none"> <li>- the pronoun <i>on</i></li> <li>- the pronoun <i>en</i></li> </ul>
	5	<ul style="list-style-type: none"> <li>• L'Art sans limites</li> </ul>	Forms of Art	<ul style="list-style-type: none"> <li>- the partitive article in the negative</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Raconte-moi</li> </ul>	Legends	<ul style="list-style-type: none"> <li>- past tense with the auxiliary verb <i>etre</i></li> </ul>
	7	<ul style="list-style-type: none"> <li>• En Route</li> </ul>	Transportation	<ul style="list-style-type: none"> <li>- the pronoun <i>y</i></li> </ul>

