

Grade 8 Extended French including Visual Arts and Drama
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Glenview Senior Public School
2018-2019

Welcome to Extended French

The homeroom components of the Extended French program are: French Language, Visual Arts and Drama. Daily Physical Education (D.P.A) is also incorporated into this program. Details of all programs are outlined in the Ministry of Education curriculum documents.

Students in this program are working at an accelerated pace. They need to gain significant oral and written proficiency in Grade 8 to be able to make an informed decision regarding High School placement. Students who continue the program in High School will graduate with a bilingual certificate.

The French program is divided into four strands: listening, speaking, reading and writing. Students are expected to speak French in the classroom at all times. Please encourage your child to read aloud at home and speak in French to friends and family members if possible.

Students will also read a variety of short stories, poems and novels. The school library is well stocked with French resources at all levels and interests and students are encouraged to read in French as often as possible. If you have studied French, please act as a resource for your child but do not be tempted to correct written assignments. I need to see rough work and first drafts as they are an important part of the writing and evaluation process.

Drama is incorporated into the Language Arts program. The poems and stories which we study together become the foundation for dramatization and performance. Furthermore, the Visual Arts program allows students to produce multimedia art works which complement and illustrate units studied in French.

Texts and Resources

A wide variety of books, magazines and on line resources are used to support the Extended French program. This is a very general list and is subject to change from year to year.

- Littéracie en Action
- Sans frontières
- Là où je dors
- Idélo
- Infos-Jeunes
- Duolingo
- Magazines: Les Débrouillards / Images Doc / J'aime Lire
- The Ontario Curriculum French as a Second Language 2013

Books and Binders

Students need one binder for the Extended French, homeroom program. Binders should be organized and divided into three sections for Grammar and Vocabulary, Class work, and the Arts. There is no designated French textbook but it is essential that your child has access to an English/French dictionary at home as an on line or paper resource. Students will be expected to keep binders neat and tidy. Please check your child's binder on a regular basis to ensure pages are not falling out. If pages do not appear to be in any particular order or if your child cannot explain the information in the binder, something is probably missing!

The year at a glance!

(Please note this is subject to change)

TERM 1: SEPTEMBER – JANUARY

September – January: Students review Grade 7 vocabulary and language structures needed to describe themselves and others. They enrich these tasks by adding new structures and using more complex reference materials to enhance their language knowledge. Tasks are evaluated through oral presentations, dialogues, listening activities, reading aloud and written assignments. Students read biographies and compare how a variety of people live their lives and accomplish different things. Students reflect on how they use their time and imagine an ideal day for themselves and for an imaginary character. Students go on to examine perspective and through poetry, they consider how it feels to be the victim, the bully or the bystander in a bullying situation. Throughout the term, students are expected to interact in French on a daily basis with the teacher and with peers. They will participate in a variety of interactive activities which allow for the exchange of ideas and opinions. Students will also speak to communicate information in more formal, prepared activities. Throughout the year, students will persevere to gain confidence and fluency in spoken French so that they are able to converse in a variety of different situations.

In **Drama**, students apply the creative process to produce, present and critique a variety of performance pieces. Students will use role, relationship, time, place, tension and focus in prepared and increasingly spontaneous and improvised situations. Resources and units of study from the Language program will be used to inspire and support creativity and performance.

TERM 2: FEBRUARY – JUNE

February – June: Students will read a variety of fiction and non-fiction materials which will lead to more complex interpretive tasks. Students will be expected to read independently using texts from the school library and participate in book clubs and sharing activities. They will write narratives using a variety of tenses and continue to reflect on their written work as they perfect their use of the stages of the Writing Process. Students will also continue to make a consistent effort to speak French every day and in all related activities and subject areas.

During this term, more emphasis will be placed on listening to understand a variety of French speakers from diverse Francophone communities around the world. Students will compare and contrast language and experience and develop greater intercultural awareness. Students will also develop interactive listening skills as they become more able to respond with accuracy and fluency in a variety of different situations.

In **Visual Arts**, students continue to develop their understanding of the elements and principles of Art. They will use line, shape, form, space, colour, texture, value and movement to produce art works in a variety of forms. Students will learn to use various techniques to demonstrate creative composition and to communicate their feelings and ideas. As with Drama, there will be cross-curricular connections with the Language program. In many assignments, Art will be used to illustrate understanding and enable students to visualize their response to French texts.

Homework

From the beginning of the year, students will be working rapidly to regain enough confidence and vocabulary to function in a French environment. Homework at this time will consist mostly of daily review of vocabulary and language structures. From November onwards, homework will consist primarily of class work completion or planning, research and preparation for presentations and culminating tasks. Assignments are rarely due on a day to day basis and therefore, students have time to plan, organize and edit their work. Students should check Google Classroom regularly for assignment details and updates. If a student is absent, a buddy should pick up work sheets and assignment instructions. At the beginning or end of most days, extra copies and remedial assistance are available

Assessment and Evaluation

In accordance with The Ontario Curriculum French as a Second Language Extended French Grades 4-8, students will be evaluated on their ability to meet overall expectations in four strands: Listening, Speaking, Reading and Writing.

Listening:

- Listening to Understand
- Listening to Interact

Speaking:

- Speaking to Communicate
- Speaking to Interact

Reading:

- Reading Comprehension
- Purpose, Form, and Style

Writing:

- Purpose, Audience, and Form
- The Writing Process

All strands include a study and appreciation of Intercultural Awareness and Diversity

Students are given the opportunity to meet curriculum expectations in many different ways according to the guidelines in Growing Success. Units of study begin with review activities from Grade 7 and build to a more complex culminating task. Students are introduced to a new topic with examples, discussion, brain storming and teacher guided activities. At the beginning of each unit, the learning expectations from the curriculum document are discussed and posted in the classroom for ongoing reference and clarification. To complete tasks, students work through a series of rough drafts and practice exercises as they perfect their skills and improve their understanding. Feedback is provided to the whole class or to the group or individual as needed. At this point, short assignments are completed and submitted for feedback and evaluation. The culminating task is accompanied by a detailed rubric based on the curriculum document and criteria developed in the classroom. Students are given the rubric in advance and we discuss the requirements needed to achieve levels 3 and 4. Students achieving a level 4 will have made the effort to go beyond the expectations by adding more detail or by approaching the assignment from a new or unique perspective. This year, we will also consider how Global Competencies are reflected in our learning. We will discuss how skills such as Communication, Collaboration, Global Citizenship and Critical Thinking are embedded in the language learning experience.

Agenda use and Google Classroom

Glenview encourages students to develop their organizational skills. Students must bring their agendas to every class and record all tasks including homework assignments, test and presentation dates, extracurricular activities and any other important school details. Please take time to check your child's agenda at least once a week and look for assignment details as well as notes from teachers. Staff at Glenview will often use the agenda to let you know if assignments or homework activities have not been completed. I will also be communicating through Google Classroom. Students and parents will be able to use this site to check the details and expectations for major assignments

Questions and Concerns

It is quite possible that your child will find components of this curriculum challenging from time to time. If you are concerned, please write a note in the agenda, or contact me at school at 416 393 9390 or by email.

**I hope this information has been helpful.
I look forward to a successful and rewarding year**