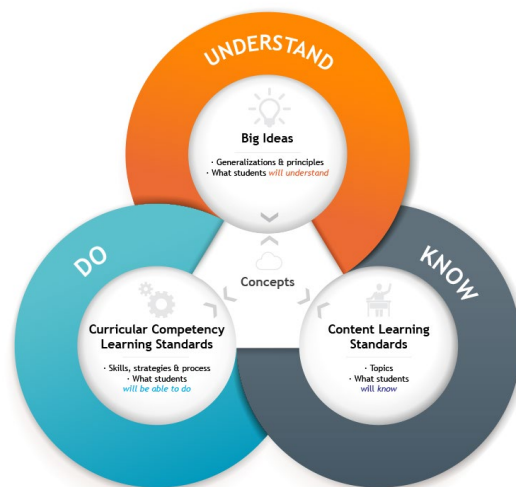




Course: Core French 8
Teacher: Kim Pepler
Contact Information: kpepler@sd68.bc.ca



Reporting Procedure:

- Ongoing progress is available on Jupiter Ed
- There will be a minimum of 2 Ongoing Communications of Student Learning per course
- At mid-course, there will be a Progress Report
- There will be a formal, Summative Report at the end of the course

Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> ▪ Student is beginning to understand at grade-level expectations ▪ Shows evidence that learner can demonstrate some progress towards the learning standards 	<ul style="list-style-type: none"> ▪ Student is developing understanding at grade-level expectations ▪ Shows evidence that learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> ▪ Student is applying understanding at grade-level expectations ▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations 	<ul style="list-style-type: none"> ▪ Student is extending understanding at grade level expectations ▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

BIG IDEAS: *Students are expected to understand the following:*

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

CURRICULAR COMPETENCIES: *Students are expected to be able to do the following:*

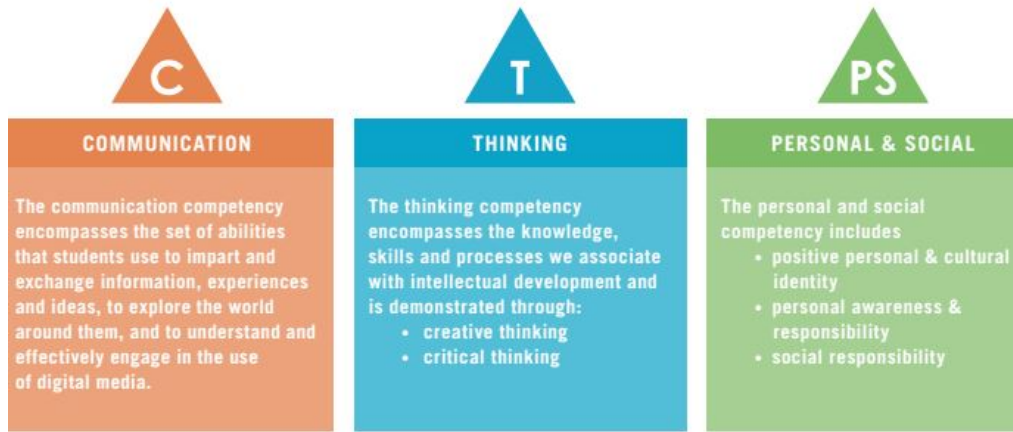
1. Recognize the relationship between French letter patterns and pronunciation
2. Use a variety of strategies to increase understanding
3. Understand increasingly complex key information and supporting details in texts
4. Understand and retell stories
5. Narrate simple stories
6. Seek clarification and provide verification of meaning
7. Exchange ideas and information using complete sentences orally and in writing:
 - a. ask and answer a variety of questions about familiar topics
 - b. describe people, objects, and personal interests
 - c. compare and contrast basic characteristics of objects and people
 - d. explain reasons for emotional and physical states
 - e. express basic beliefs and opinions
8. Identify and share information about Francophone communities around the world
9. Expand their experience of Francophone culture through the exploration of Francophone creative works
10. Describe cultural aspects of Francophone communities, practices, and traditions
11. Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities
12. Explore ways to engage with Francophone communities, people, or experiences

CONTENT: *Students are expected to know the following:*

- | | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1. French letter patterns | 9. describing cultural aspects of communities |
| 2. common, high frequency vocabulary and sentence structures for communicating meaning: | 10. past, present, and future timeframes |
| 3. asking and responding to different types of questions | 11. common elements of stories |
| 4. expressing time and frequency | 12. there are many Francophone communities around the world |
| 5. describing people, objects, and personal interests | 13. information about Francophone communities around the world |
| 6. comparing and contrasting | 14. cultural aspects of Francophone communities, practices, and traditions |
| 7. explaining reasons for preferences, emotions, and physical states | |
| 8. expressing basic beliefs and opinions | |

CORE COMPETENCIES:

Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



COMMUNICATION

THINKING:

CREATIVE THINKING

CRITICAL THINKING

PERSONAL AND SOCIAL RESPONSIBILITY:

POSITIVE PERSONAL AND CULTURAL IDENTITY

PERSONAL AWARENESS AND RESPONSIBILITY

SOCIAL RESPONSIBILITY