Course Outline – Core French 8

Porter Creek Secondary School (PCSS) Teacher: Ms. McDade

Period: 4 Kathleen.mcdade@yesnet.yk.ca

Time: 1:45pm – 3:04pm Website: mcdadepcss.weebly.com

Room – 205

OVERVIEW

First languages are learned orally first; afterwards, we learn to read and write. Our CORE FRENCH 8 course takes the same approach, by building foundations of conversation while proceeding to apply the same vocabulary and grammar in reading and writing. The course also provides opportunities to learn about francophone culture. Additionally, we will explore high-frequency words in the French language to boost your vocabulary.

EXPECTATIONS

* Attend class regularly
* Be on time
* Come prepared (writing tool, growth mindset)
* No phones
* Catch up on any missed classes
* Participate fully
* Be supportive of classmates

COURSE STRUCTURE

* 4 units of study – introduction, food, pets, ?
* You will learn to ask/ answer a number of questions (~5-10) for each unit of study. You will learn to speak about and write about your own experience as well as that of others in your class.
* Thematic units will involve a large emphasis speaking. Reading and writing activities will compliment that verbal ones.
* You will learn new high-frequency vocabulary every week and practice it in class and as homework

EVALUATION

* **Components**: 6 learning targets – see rubrics below
* **Formative assessment**: assessment for learning (often, frequent verbal feedback, not “counted” toward final grade), shapes how/ what I teach
* **Summative assessment**: assessment of learning (not as often, verbal and written feedback, “counted” toward final grade) \*\*\*You will have at least one opportunity per unit to demonstrate your learning for summative evaluation across each of the 4 units
* **Final summative assessment:** verbal exam; a chance for you to show your progress throughout the semester; no % weight
* **Grading**: standards-based, no %, no letter grade, no averages, I am looking for trends and most recent data
	+ Extending – 4, Proficient – 3, Developing – 2, Emerging - 1
	+ If most of your learning is a 2, 3 or a 4, you will “pass” and can take Core French 9

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| Learning target 1: I can speak in full sentences  |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I speak without prompting and communicate my ideas clearly and confidently.  | I use conversation structures provided with many personalized modifications. | I use some modeled sentences and learned expressions. | I use words rather than sentences in my conversations. |

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| Learning target 2: I can connect sounds and symbols in French  |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I read familiar words without hesitation and can sound out most unfamiliar ones | I read many familiar words and can sound out some unfamiliar ones | I have difficulty in connecting sounds to symbols | I am unable to connect sounds to symbols |

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| Learning target 3: I can write in full sentences |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I use a wide variety of adjectives, adverbs, prepositions, conjunctions and sentence types. I can create new sentences in my writing | I use adjectives, adverbs, prepositions and some conjunctions in my writing. I use mainly modeled sentences and expression learned in class with some personalized variations | I use some descriptors in my writing (adverbs, adjectives, prepositions, conjunctions). I use a limited number of modeled sentences and learned expressions | I use only short sentences or words with little to no descriptors. |

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| Learning target 4: I understand what I read |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I can comprehend a text and subtle details | I can comprehend the general meaning of a text and many nuances | I understand some parts of a text | I have limited understanding of texts I read |

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| Learning target 5: I engage in experiences with Francophone communities and people |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| My participation in special events and my interaction with presenters is exceptional | My participation in special events and my interaction with presenters is good | I don’t always participate fully in special events or interact well with presenters | I do not participate in special events and my attitude toward francophone communities and people is poor |

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| Learning target 6: I am familiar with high frequency vocabulary words in French |
| EXTENDING (4) | PROFICIENT (3) | DEVELOPING (2) | EMERGING (1) |
| I can understand, pronounce and write high frequency vocabulary words with ease | I can understand, pronounce and write high frequency vocabulary words most of the time | I can understand, pronounce and write high frequency vocabulary words some of the time | I have a limited ability to understand, pronounce and write high frequency vocabulary words  |