



## **FRENCH 8 - IB MYP LANGUAGE ACQUISITION YEAR 3**

**TEACHER: Mrs. R. Britten**

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Please refer to the Google Classroom often for daily homework, major assignments and tests. Classroom code: var.

### **RATIONALE / COURSE DESCRIPTION**

The aim of the French Language course is to provide students with opportunities to interact in the target language through comprehending spoken and visual text, comprehending visual and written text, communicating and using language; while creating a cultural awareness of the francophone world. As one of Canada's two official languages, French is a vital part of the Canadian identity. Being able to communicate in both official languages opens the door to unique educational, travel, and career opportunities throughout Canada and the world.

Acquiring French skills deepens learners' understanding of the important relationship between language and culture, and allows students to transcend cultural boundaries and biases. As globalization increases, it is important that learners become aware that they are a part of a rich cultural and linguistic diversity.

Developing linguistic and intercultural competencies increases students' ability to understand and communicate effectively with people from around the world.

As they learn to communicate clearly and effectively in French, students gain transferable skills and processes that contribute to their proficiency as communicators in English.

### **GOALS**

Students are expected to

- *use French as a form of self-expression*
- *communicate with purpose and confidence in French*
- *explore a variety of French-language texts from around la francophonie*
- *appreciate the interconnectedness of language and culture*
- *expand their understanding and appreciation of other cultures*
- *deepen their understanding of their first language and of their own cultural identity*
- *understand the educational, travel, and career opportunities that learning an additional language offers*

### **INSTRUCTIONAL MATERIALS / RESOURCES**

- Textbook: *Discovering French Nouveau Bleu 1* Textbook website: [www.classzone.com](http://www.classzone.com)
- Various readers
- Multimedia Resources: movies, videos, images, websites, music etc.

Students must bring to class:

*a binder with dividers, paper, pen / pencil, highlighters, eraser/whiteout*

Useful study tools: *a bilingual dictionary / [www.wordreference.com](http://www.wordreference.com)*

Themes will follow the units in *Discovering French Bleu 1*

We are members of the community

Culture is reflected in the food we eat

What I do reflects who I am

Family and home forms who we are

### Unit Statements of inquiry

#### **METHODOLOGY AND ASSESSMENT**

This course will incorporate multiple ways of learning including discussion, presentations, lecture, project-based work, cooperative learning, reflection, group inquiry, and individual inquiry.

Assessment will be based on a variety of tasks (assignments, projects, presentations, quizzes, tests, etc.).

The ministry curriculum core competencies and big ideas will be used along with the MYP criteria reflected in the rubrics. Refer to the MYP rubric on the last page.

Ministry curriculum core competencies and big ideas: <https://curriculum.gov.bc.ca/curriculum/core-french/8>

I've included a chart to help clarify and interpret the various marking systems.

|   | 0 | Beginning | Developing |    | Accomplished | Exemplary |
|---|---|-----------|------------|----|--------------|-----------|
| BC letter grade                               | I | F         | C- / C     | C+ | B            | A         |
| MYP RUBRICS – used to assess individual tasks | 0 | 1         | 2,3        | 4  | 5            | 6, 7,8    |
| MYP FINAL REPORT CARD MARK (0-7)              | 0 | 1         | 2,3        | 4  | 5            | 6,7       |

#### **ACADEMIC INTEGRITY**

Please refer to the white pages at the front of the student agenda to see all school policies.

**Attendance and Assignments:** Attendance and punctuality are mandatory.

All assignments should be best effort, good copy format and submitted on time.

##### **Absences/Lateness:**

It is the responsibility of the student to make up the missed work promptly. Assignments that are due can be submitted on the day of the student's return to school.

##### **Pre-arranged absence:**

If a student knows in advance that he or she will miss a class, arrangements should be made with the teacher to make up missed quizzes/ tests beforehand. Assignments must be submitted on or before the due date.

***Family Holidays and Missed Work*** (as is written in Student Agenda):

Rockridge does not give permission for students to go on holiday during school time. If parents opt to take their sons/daughters out, it is their prerogative. Any work missed is solely the student's responsibility. Teachers are not expected to provide extra classes, make-up tests, or specific work to be completed. Parents must be aware that absences, whether excused or not, may have a negative impact on achievement.

***Homework:*** Regular study is strongly encouraged. The only way to learn another language is to continually practice and be exposed to the additional language. Listening to French is also important. Listen to French radio/TV or watch movies with the French soundtrack and/or subtitles. Daily homework will generally be discussed in class where students should copy it into their agendas/calendars on a daily basis. Homework will also be listed on the Google Classroom.

***Academic Misconduct:*** All work submitted by a student should be his/her own work.

***Translators:*** The extensive use of a translator will result in a failing grade on the given assignment. Translators may be used as one would use a French/English dictionary.

***Peer Tutoring:*** Students in grades 10-12 may volunteer at lunch hours to tutor younger students. Any student may attend a peer tutoring session at lunch for extra help.

***Classroom Conduct:*** In my classroom, I ask that students:

- Arrive on time (unless excused)
- Arrive ready to learn, with appropriate materials
- Are engaged in the classroom activities
- Are respectful to their teachers, peers, and themselves
- Are supportive, constructive team players

*Note: This course outline is subject to change.*

Les limites de mon langage sont les limites de mon univers. Ludwig

Wittgenstein

The limits of my language are the limits of my world.

## Language Acquisition Criteria for MYP – Phase 2

| Criterion A: Comprehending Spoken and Visual Text                                       |  |  |   |  |
|---|--|--|---|--|
| (0)   | Beginning (1-2)  | Developing (3-4)   | Accomplished (5-6)  | Exemplary (7-8)  |
| <i>I have not achieved a standard described by any of the descriptors to the right.</i> | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>show <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>have <b>limited</b> awareness of basic conventions</li> <li>engage <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>have difficulty</b> making a personal response to the text.</li> </ul> <p>I show <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>  | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>show <b>some</b> understanding of messages, main ideas and supporting details</li> <li>have <b>some</b> awareness of basic conventions</li> <li>engage <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ul> <p>I show <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>  | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>show <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>have <b>considerable</b> awareness of basic conventions</li> <li>engage <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>I show <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>   | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>show <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>have <b>excellent</b> awareness of basic conventions</li> <li>engage <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>I show <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>  |
| Criterion B: Comprehending Written and Visual Text                                      |  |  |   |  |
| (0)   | Beginning (1-2)  | Developing (3-4)   | Accomplished (5-6)  | Exemplary (7-8)  |
| <i>I have not achieved a standard described by any of the descriptors to the right.</i> | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; not able to draw conclusions</li> <li>have <b>limited</b> awareness of basic aspects of format and style, and author's purpose for writing</li> <li>engage <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>have difficulty</b> making a personal response to the text.</li> </ul> <p>I show <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p> | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>identify <b>some</b> basic facts, main ideas and supporting details; <b>not always</b> able to draw conclusions</li> <li>recognize <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li> <li>engage <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ul> <p>I show <b>some</b> understanding of the content, context and concepts of the text as a whole.</p> | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li>identify <b>most</b> basic facts, main ideas and supporting details, and draw conclusions</li> <li>recognize <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing.</li> <li>engage <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>I show <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p> | <p><i>I am able to:</i></p> <ul style="list-style-type: none"> <li><b>clearly</b> identify basic facts, messages, main ideas and supporting details, and draw conclusions</li> <li><b>clearly</b> recognize basic conventions including aspects of format and style, and author's purpose for writing</li> <li>engage <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>I show <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p> |
| Criterion C: Communicating  |  |  |   |  |
| (0)   | Beginning (1-2)  | Developing (3-4)   | Accomplished (5-6)  | Exemplary (7-8)  |
| <i>I have not achieved a standard described by any of the descriptors to the right.</i> | <p><i>I am able to:</i></p> <p>make a <b>limited</b> attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></p> <p>interact <b>minimally</b> in basic</p>   | <p><i>I am able to:</i></p> <p>respond to simple short phrases and <b>some</b> basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></p> <p>interact <b>to some degree</b> basic</p>   | <p><i>I am able to:</i></p> <p>respond <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</p> <p>interact <b>considerably</b> in basic</p>   | <p><i>I am able to:</i></p> <p>respond <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</p> <p>interact <b>confidently</b> in basic</p>  |

|  |  |   |   |
|--|--|---|---|
| structured exchanges<br><br>use <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations<br><br>communicate with a <b>limited</b> sense of audience. | structured exchanges<br><br>use <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situation; ideas are not always relevant of detailed<br><br>communicate with <b>some</b> sense of audience. | structured exchanges<br><br>use phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed<br><br>communicate with a <b>considerable</b> sense of audience. | structured exchanges<br><br>use phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed, and include examples<br><br>communicate with an <b>excellent</b> sense of audience. |
|--|--|---|---|

**Criterion D: Using Language**

| <b>(0)</b>  | <b>Beginning (1-2)</b>  | <b>Developing (3-4)</b>   | <b>Accomplished (5-6)</b>  | <b>Exemplary (7-8)</b>   |
|---|---|---|--|--|
| <i>I have not achieved a standard described by any of the descriptors to the right.</i> | <p><i>I am able to:</i><br/><b>have difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use pronunciation and intonation with <b>many errors</b>, making understanding difficult</p> <p>organize <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></p> <p>make <b>minimal</b> use of language to suit the context.</p> | <p><i>I am able to:</i><br/>write/speak using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</p> <p>organize <b>some</b> basic information and ideas, and use a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></p> <p>use language to suit the context to <b>some degree</b>.</p> | <p><i>I am able to:</i><br/>write/speak making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</p> <p>organize basic information and ideas <b>well</b>, and use a <b>limited</b> range of basic cohesive devices <b>accurately</b></p> <p><b>usually</b> use language to suit the context.</p> | <p><i>I am able to:</i><br/>write/speak <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, use clear pronunciation and <b>excellent</b> intonation, making communication easy</p> <p>organize basic information and ideas <b>clearly</b>, and use a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></p> <p>use language <b>effectively</b> to suit the context.</p> |