ACADEMY FOR GIFTED CHILDREN – P.A.C.E.
CURRICULUM OUTLINE AND EVALUATION
GRADE 8 PRE-AP FRENCH

Overall Expectations
By the end of Grade 8, students will be able to…

LISTENING
A1. **Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies.
A2. **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.
A3. **Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPEAKING
B1. **Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
B2. **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
B3. **Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

READING
C1. **Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
C2. **Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
C3. **Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

WRITING
D1. **Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;
D2. **The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively;
D3. **Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

LISTENING
By the end of Grade 8, students will:

A1. Listening to Understand
A1.1 *Using Listening Comprehension Strategies:* identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts
(e.g., activate prior knowledge and apply it to new learning; make predictions about the content of a narrative or presentation based on the presenter's opening remarks; use self-questioning to monitor understanding of what is being said; ask questions to rank ideas in order of importance; use a range of note-taking strategies to keep track of key ideas and supporting details)

A1.2 *Demonstrating Understanding:* demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support

(e.g., listen to a review of a movie and identify what the reviewer enjoyed about it, and the reasons for her or his opinion; listen to a radio interview about a familiar topic such as the use of cell phones in the classroom and identify the main ideas; listen to a slogan and infer what the product is; listen to a commercial for a product and list the advertiser's key claims in order of importance)

A2. Listening to Interact

A2.1 *Using Interactive Listening Strategies:* identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions
(e.g., in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak; disagree with or challenge the ideas of others respectfully and without making it personal; show interest in what is being said by commenting and questioning)

A2.2 *Interacting:* respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest

(e.g., in a small-group discussion about tourist attractions, listen to others' opinions, agree or disagree, and share their own preferences; listen to a description of a worthy cause and participate in a group discussion about how to raise funds to support the cause)

A2.3 *Metacognition:*
(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with vocabulary, difficulty processing information quickly) and strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., engage in dialogue with the teacher and peers to determine criteria for effective listening; use a personal journal to reflect on areas of need and ways to listen more effectively when interacting; use feedback from the teacher and peers to identify areas of strength and set listening goals)

A3. Intercultural Understanding

A3.1 *Intercultural Awareness:* using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
(e.g., listen to descriptions of tourist destinations in French-speaking parts of Europe and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a French-speaking region in Europe and make connections to their own community; identify topics of interest in songs, stories, and legends by European artists and authors, such as MC Solaar – "Lève-toi et Rap")

A3.2 *Awareness of Sociolinguistic Conventions:* using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities

(e.g., identify appropriate ways to initiate and conclude a telephone conversation; listen to an interview with a sports personality, political figure, environmentalist, or musician and identify vocabulary/expressions that are specific to the occupation of the person being interviewed; listen to French speakers from two different regions in Europe, identify differences in pronunciation and word choice, and make comparisons with the French they are learning in class; identify the difference between the names and times of meals in French-speaking communities in Canada and France)

SPEAKING

By the end of Grade 8, students will:

B1. Speaking to Communicate

B1.1 *Using Oral Communication Strategies:* identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences
(e.g., adjust volume and tone to suit the message and context; use dramatic pauses in a role play to create suspense; rehearse the delivery of spoken messages)

B1.2 *Producing Oral Communications:* produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support

(e.g., give commands, directions, and instructions; ask for and give advice; share information about their activities and interests; create and deliver an oral presentation about an environmental issue or a financial issue of concern to adolescents; prepare and present a commercial to convince a peer to visit a country or a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip)

B1.3 *Speaking with Fluency:* speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics

(e.g., give clear directions with minimal hesitation; recite a poem using appropriate pauses as indicated by the punctuation and/or layout of the lines to communicate the poet's intended meaning accurately)

B2. Speaking to Interact

B2.1 *Using Speaking Interaction Strategies:* demonstrate an understanding of appropriate speaking behaviour in a variety of situations

(e.g., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; paraphrase information to confirm understanding; request repetition and explanation from others when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view)

B2.2 *Interacting:* exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modeling and support as appropriate

(e.g., contribute information in a jigsaw group discussion about current events; share their ideas and respond to others' opinions in a literature circle; contribute comments and respond to classmates' contributions in cooperative group activities; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and role plays; discuss personal preferences with a classmate; defend their opinion/point of view in a debate)

B2.3 *Metacognition:*

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively;

(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

(e.g., explain during a student-teacher conference how they monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation)

B3. Intercultural Understanding

B3.1 *Intercultural Awareness:* communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities

(e.g., use an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs of European countries where French is widely spoken, such as France, Switzerland, and Belgium; identify and explain reasons for learning French; deliver a presentation about the lifelong benefits of learning another language and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment)

B3.2 *Awareness of Sociolinguistic Conventions:* identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions

(e.g., select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; select and use expressions for opening, maintaining, and closing a conversation as appropriate to the relationship between the speakers; identify and use appropriate conventions in informal oral interactions such as telephone calls – for example, standard phrases for greeting the listener, asking to speak to someone, identifying themselves, asking to leave a message)

READING

By the end of Grade 8, students will:

C1. Reading Comprehension

C1.1 *Using Reading Comprehension Strategies:* identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts

(e.g., use brainstorming to relate prior knowledge and experiences to specific ideas in a text; use pictorial clues, including cover art, to predict the type of content in a text; make predictions about a text based on knowledge of similar text forms; using think-aloud techniques modelled by the teacher, scan texts for specific information or to identify important ideas; monitor comprehension by rereading or asking questions)

C1.2 *Reading for Meaning:* demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modeling and guidance as appropriate

(e.g., choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal's letter with a peer; role-play a talk show interview with a character from a text they have read; in a small-group "placemat" activity, list Louis Riel's leadership qualities and explain how they influenced his actions)

C1.3 *Reading with Fluency:* read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text
(e.g., use graphophonic cues to recognize and pronounce familiar words within larger words; make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/ guided/independent-reading texts and resource materials)

C1.4 *Developing Vocabulary:* use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words
(e.g., develop a personal list of words related to specific topics or themes that interest them; develop a bank of sight words using visual dictionaries, the word wall, words from oral vocabulary, and grade-level texts; compile a list of terminology regularly used in discussions and posted on anchor charts; use a thesaurus to expand vocabulary; use technological aids such as online dictionaries to expand vocabulary)

C2. Purpose, Form, and Style

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms
(e.g., magazine – to provide a range of informational, imaginative, and graphic pieces in one volume; website or encyclopedia entry – to provide an organized summary of key information about a subject; fictional narrative/short story/ novel – to depict imaginary events, characters, and experiences in an engaging, entertaining form; book jacket or DVD cover – to describe the type of content and reading/viewing experience provided by the text in language that will capture the reader's/ viewer's attention and stimulate interest)

C2.2 *Characteristics of Text Forms:* identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms
(e.g., magazine – cover image(s) and caption(s) highlighting key features, table of contents, advertisements, featured articles, editorial, letters to the editor, photographs, illustrations; fictional narrative/short story/novel – plot/action related to gaining an insight or resolving a problem, descriptions of characters and their thoughts, dialogue, descriptions of settings or historical events; book jacket or DVD cover – illustration(s), title, author name, advertising copy and reviewers' quotations, synopsis of story)

C2.3 *Metacognition:*
(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
(e.g., plan to: look for transition words to identify relationships between ideas, scan texts to identify and look up unfamiliar technical words related to the subject matter)

C3. Intercultural Understanding

C3.1 *Intercultural Awareness:* using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities

(e.g., using an online encyclopedia and maps of Europe, identify French-speaking countries and countries where French is widely spoken – such as France, Switzerland, and Belgium; identify symbols, personalities, landmarks, organizations, and traditions related to French-speaking communities in Europe and make connections to their own experiences; identify examples of French texts that may be seen in their community; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them)

C3.2 *Awareness of Sociolinguistic Conventions:* identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities
(e.g., compare menus from Switzerland, Belgium, and France and identify different ways of describing similar dishes; identify the use of slang/colloquial/ familiar versus "standard" French in posters, cartoons, graphic novels, or advertisements; identify expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities)

WRITING

By the end of Grade 8, students will:

D1. Purpose, Audience, and Form

D1.1 *Identifying Purpose and Audience:* determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create
(e.g., to describe a favourite activity, animal, person, or place in an article for the class newspaper; to describe career opportunities for bilingual workers and related education/training requirements in a brochure for distribution at a job fair; to describe "special offers" in an advertising flyer)

D1.2 *Writing in a Variety of Forms:* write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
(e.g., information poster/brochure/advertising flyer – title or phrase identifying the topic, illustrations, captions, brief explanations; email/text message about a school outing – subject line, salutation, closing or signature line, abbreviations for high-frequency words, date and time of event, information about relevant details such as transportation, cost, appropriate clothing; descriptive article – introductory paragraph, additional paragraphs with topic sentences and supporting details, conclusion)

D1.3 *Applying Language Conventions:* communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation

(e.g., use classroom resources to check word choice; express likes and dislikes using verbs of emotion; describe personal routines using reflexive verbs)

D2.1 *Generating, Developing, and Organizing Content:* generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources

(e.g., use guiding questions to identify the purpose and audience for a letter-writing exercise; use graphic organizers to sort and sequence ideas; use "quick writes" based on a read-aloud or shared reading text to capture the main points to include in a summary; use the word wall to activate ideas about vocabulary relevant to a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; consider peer and teacher discussion and feedback when determining their approach or focus in a piece of writing; use print, electronic, and audio-visual resources to gather background material about a topic; write an adaptation based on an oral tradition of a First Nation, Métis, or Inuit storyteller)

D2.2 *Drafting and Revising:* plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies
(e.g., participate in a teacher-student conference to evaluate a first draft; reread and reorder information to improve organization; refer to teacher and peer feedback to help them identify gaps and awkward transitions; use teacher and class co-created checklists and models and student exemplars to guide revision; use knowledge of sound-symbol relationships, familiar words, French spelling patterns, and a variety of appropriate resources to confirm or correct spelling and use of verbs in the past, present, and future tenses)

D2.3 *Producing Finished Work:* make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication
(e.g., a cover page, different font sizes for titles and headings, labeled diagrams, illustrations, photographs, borders and shading, graphics)

D2.4 *Metacognition:*
(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
(e.g., determine which strategies helped to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps, recording both in a writer's notebook)

D3. Intercultural Understanding

D3.1 *Intercultural Awareness:* in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities
(e.g., write an entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in a French-speaking part of Europe; write an email giving directions for travelling from la Tour Eiffel to l'Arc de Triomphe in Paris)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in
diverse French-speaking communities and use them appropriately in their written work
(e.g., greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard,
or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/ hobbies/holiday plans; conventions for writing the date in French)

***The following is an organized compilation of grammatical constructs/language conventions that would typically surface in a grade 8 French class at P.A.C.E. It results from age-appropriate themes, texts, and topics.**

Adjectifs
Adjectifs descriptifs.
Adjectifs possessifs et démonstratifs.

Verbes
Le présent des 3 groupes de verbes.
L'imparfait.
Le passé composé avec être et avoir.
Les verbes réflexifs.

Nombres
1 à 100 et leurs multiples.

Compléments d'objet.
COD/COI

Structures
Les différents types de phrases.
Les articles définis et indéfinis.
Lecture de l'heure.

Ressources/Resources :
- D'accord 1
Cahier d'activités (cahier de l'élève).
-French/English dictionary

Assessment and Evaluation

ASSESSMENT FOR LEARNING (to provide students with ongoing descriptive feedback)

*Observation	*Listening exercises	*Translations
*Questioning	*Reading practice	*pronunciation/liaison
*Homework check	*Spelling practice	*Extended activities
*Group tasks	*Oral exercises	*Verb drill
*Mini dialogues	*Quiz	

ASSESSMENT AS LEARNING (to help students become independent learners by teaching them how to set individual goals, monitor their own progress and reflect on their own learning on an ongoing basis)
*Group discussion
*Individual conversations
*self-reflection
*Peer evaluation

ASSESSMENT OF LEARNING (EVALUATION)	TERM 1	TERM 2	TERM 3
Weighting Knowledge & Understanding 20% Application 30% Thinking & Inquiry 20% Communication 30%	*test *conversation *assignment *observation	*test *conversation *assignment *observation	*test *conversation *assignment *observation

Final evaluation will be comprised of (Term 1 + Term 2 + Term 3 = 100%)
This course is differentiated for gifted students.