**Core French**

**Grade 8**

**“ I Can” Statements**

**Goals**

**(CS) Communication Skills** Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes.

**(GL) General Language Strategies** Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development.

**(LK) Language Knowledge** Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs.

**(C) Culture** Students will recognize the value of French language acquisition and Francophone cultures through participation in a variety of activities.

**8.CS. 1 Demonstrate understanding of the main idea and specific details related to the main idea in oral French multi-sentence presentations on a variety of familiar topics in semi-guided situations.**

I can indicate the main idea of the listening or viewing presentation with several French sentences.

I can select details from an oral or visual presentation responding to questions.

EX: Qui, quand, quoi, comment, pourquoi

I can compare and contrast 3 to 5 items based on the information given in an oral presentation.

I can responds to questions about a video or live presentation using

several complete sentences.

I can complete a 8-10nitem supported cloze (fill-in-the-blanks) activity while

listening to a French song, recording, video, radio program, or podcast.

**8.GL.1 Select listening or viewing strategies in semi- structured situations, such as:**

**· asking and answering questions · making predictions · verifying comprehension**

**· making connections visualizing ·-summarizing · synthesizing · analyzing and evaluating**

**Before listening or viewing:**

I can determine in advance the listening purpose(s) and speaker intention(s)

from a number of options.

I can anticipate the information a presentation might contain by selecting 5 to

6 possible content sentences from an anticipation checklist.

I can activate prior knowledge about a topic using French sentences

EX: Un voyage: Il y a des montagnes en Alberta.

I can establish connections to own experiences with French sentences (

EX: J’ai voyage au Quebec.

I can establish connections to a previous conversation, presentation, audio, or

video clip with recall of related features (e.g., discourse markers, characters,

I can explain the use of self –selected strategies for listening or viewing experience. ( Quand j’ecoute de cette chanson, j’entends…)

**During listening or viewing:**

I can uses comprehension aids (e.g., personal vocabulary lists, French-English

dictionaries, a wide array of visual supports, or charts).

I can develop my own understanding of a conversation or presentation (e.g., with

the identification of cognates, common expressions, key thematic words,

ignoring unknown words, or phrases).

I can interpret spoken language using a variety of auditory and visual context

clues (e.g., facial expression, intonation, rate of speech, loudness or softness

of speech, or body language).

**After listening or viewing:**

I can clarify unknown language with assistance from other students or the

teacher.

I can explain all strategies that were used for facilitation of comprehension of

the listening or viewing experience in a French sentence (e.g., *J’ai écouté*

*pour des mots-amis).*

I can justify *vrai/faux* labels of anticipatory statements made about the content

of the viewing or listening experience with a French sentence (e.g., *On va*

*parler des recettes, mais pas des sports*).

I can represents the main idea of a listening experience (e.g., with several French

sentences or graphic representations).

I can summarize a listening experience with several familiar French sentences

and a reaction.

I can answer *qui, quoi, quand, où, comment, pourquoi* type questions about a

listening or viewing experience, with French sentences.

I can self-evaluate my own understanding of the main idea of the listening or

viewing experience, such as with a French rubric or rating scale.

8.CS.2 Discuss a variety of information on familiar topics through oral expression in semi-guided situations.

I can interview others with theme based questions and phrases.

I can respond to questions using several modeled phrases.

I can engage in semi-guided group conversations with the use of modeled phrases or sentence stems. ( Ou habite-tu? J’habite a…)

I can present information with theme-related sentences and phrases.

EX: J’ai voyage a Whistler pour faire du ski Alpin.

I can report on incidents and experiences with the use of several sentences and respond to questions.

EX: Comment as-tu patine? J’ai patine tres lentement.

I can present a reader’s theatre based on a previously read script. ( See 8.3cs.4)

8. GL.2 Select speaking strategies in semi-instructed situations, such as: model language, sharing, guided practice, independent practice.

**BEFORE:**

I can identify the speaking intention from a list of possibilities.

I can find a variety of way of conveying a message ( use what you already know and gestures, synonyms)

I can rely on dialogue scripts from a combination of models from various situations and memorizes phrases.

I can develop a presentation based on speaking guidelines and past performances.

I can acquire new vocabulary with repeated use.

**DURING:**

I can participate in oral activities in large or small groups

I can relay a message with expressive techniques.

I can seek clarification from speaker when message is not understood.

I can choose memory aids to deliver a presentation. ( power point, index cards, outlines, etc)

I can integrate corrective feedback from others during a conversation.

**AFTER:**

I can self-evaluate personal speech, prepared dialogues, or presentations with feedback from others.

I can set goals fro the next speaking experience by using a presentation criteria rubric.

8.CS.3 Demonstrate understanding of the main idea an specific details in a variety of adapted or authentic 130-140 word multi-paragraph texts.

I can identify the main idea of a 130-140 word multi-paragraph authentic text. ( see page 6 of curriculum)

I can select key supporting details in a 130-140 word multi-paragraph authentic text.

I can identify the main idea and supporting detail so f another student’s writing.

**8.GL.3 Select reading strategies in semi-structured situations**

**BEFORE:**

I can predict the content of the test with familiar French sentence stems

EX. Je pense que le texte va discuter d’athletes celebres

I can prepare an organizer with support before reading

I can establish connections to own experiences, to a similar text previously shared in class, to other situations in my life

EX. J’ai eu la meme experience…

I can pose questions about the text and possible context clues on previously memorized, automatic sentences.

EX. Quel est le titre? Quel est le theme?

DURING:

I can discover word meaning through examination of cues in written text. ( root words, language structures)

I can examine word markers as comprehension clues ( prefixes, suffixes, articles, prepositions)

I can engage in personal note-taking about the reading

I can repair comprehension of text when the sense of the text is lost. Ex. Skimming, highlighting, use resources, ask for help)

I can identify important textual elements ( characters, paragraphing, etc)

I can adjust speed of reading based on purpose for reading.

AFTER:

 I can respond personally to the text using complete French sentences

I can summarize the main idea of the text with a variety of French sentences ( L’idee principale est, L’auteur parle de…, Le texte discute de..)

I can reinforce vocabulary gained from reading words and phrases

I can practice and record new vocabulary in writing and speaking French

I can answer a variety of questions based on text

I can reflect on a list of useful listening strategies.

I can select strategies to use for future reading experiences

**8.CS.4 Produce a student generated 80-100 word expository, narrative or multi-paragraph text or script composed of a combination of models and original student generated text.**

I can write a modeled 80-100 word paragraph. ( see example on page 8)

I can write a 80-100 script for a video or reader’s theatre. ( see page 8)

I can write a repetitive song in French that follows a familiar melody. ( see page 8)

**8.GL.4 Implement stages of the writing process in guided situations, including: idea generation, drafting, editing, revising, and publishing.**

BEFORE:

I can generate ideas in French alone or with others. (Concept maps, lists, webs)

I can select a graphic organizer for planning

I can select the sharing mode for specific audience (bulletin board, blog, website, etc)

DURING:

I can select specific reference material for locating an equivalent word or expression

I can use mnemonic devices for common verb endings (MRS RD VANDERSTRAMP)

I can locate information or writing accuracy in a dictionary

I can rely on models and exemplars to complete writing tasks

AFTER:

I can proofread

I can implement changes

I can recognize the stages of writing

I can evaluate own and another’s student’s written work based on rubrics, checklists, criteria

I can set personal goals for the next writing experience

**8.LK.1 Demonstrate acquisitions of French Language concepts related to themes including: numbers to 100,00, passé compose of regular verbs with avoid and etre, first person singular form of the passé compose of irregular verbs avoir, etre, faire, prendre, voir, naitre, adjective agreement with gender and number, partitive article with negation, use of conjunctions qu or qui, a cause de, appropriate register when addressing respected people or superiors.**

I can identify numbers to 100,000

I can identify fractions ( la moite, une demi-tasse)

I can interpret numbers on a map, table, chart, or text

I can meet thematic unit needs with irregular re verbs, singular and plural in the present tense.

I can meet thematic needs with the present tense reflexive verbs, singular and plural.

EX: Vas te laver les main, Je me dépêche! Il s’habille en vetements d’hiver

I can use the passé compose with avoir

I can use adjectives that agree in number and gender

I can use adverbs that end in ment

I can use various forms of question types such as inversion and interrogative pronouns.

EX: Tu viens avec moi? Viens-tu avec moi?

I can use correct preposition for modes of transportation, such as a and en in a sentence.

I can use demonstrative adjectives such as ce, cet, cette, and ces in a sentence.

I can use key words and sentences related to 4 of the following themes:

* Survival: Outdoor Excursions in Canada
* Top Chef Challenge
* Celebrity Athlete Interviews
* Volunteerism: Making a Difference
* Canada Quiz Show
* Rock Band!

**8.C1 Compare contributions of current and past French, French Canadians, First Nations, and metis individuals and organizations to Canadian Society.**

I can construct a timeline of the exploits of past French, French Canadian, First Nations, and Metis constitutions to Canadian Society. ( See page 12)

I can describe Canadian stamps of famous women, French Canadians, First Nations and Metis, and their background.

I can describe Francophone and Metis flags

EX. Le drapeau Fransaskois est jaune avec une croix verte et une fleu de lys rouge.

I can report of the numbers of French Canadians, etc in each province.

I can describe exploits of French Canadians using the passé compose.

I can explain the origins of the French version of O Canada

I can integrate knowledge of French Canadians, in a Canadian French Board

I can examine the list of companions of the Order of Canada for Francophone, First Nations, etc

I can record key information from biographies of French Canadians, etc

I can investigate volunteers in various organizations.

I can interpret French signage common in national parks and airports.