

What are the BIG IDEAS?

Listening and viewing with intent supports our acquisition and understanding of French.	We can express ourselves and talk about the world around us in French.	With increasing fluency in French, we can participate more actively in reciprocal interactions.	We can share our experiences and perspective through stories .	We can experience authentic Francophone cultures through creative works .	Our understanding of culture is influenced by the languages we speak and the communities with which we engage.
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How to succeed in French?***Thinking and communicating***

- **Reading** by correctly pronouncing the words and sentences in a fluid way
- **Understanding** introductory sentences, simple conversations
- **Using** a variety of methods to communicate, the alphabet, telling time and date
- **Exchanging** ideas and information using key sentences, both orally and in writing
- **Repeating** structured sentences, key phrases and simple stories
- **Sharing** experiences, personal opinions, questions

Personal and social awareness

- **Discovering** Francophone communities around the world
- **Exploring** connections between indigenous communities and French
- **Researching** how Francophone cultures are expressed through creative works
- **Describing** cultural aspects of Francophone communities
- **Participating** during class activities and cultural events

Where does Mme Kimber get her class resources?

http://francaisintensif.ca/media/New_Brunswick_Post-Intensive_French_Middle_School_Curriculum_Guide.pdf

When and What will we be learning?

Timeline	Themes & Content
(August), September, October, November	<u>Un portrait - un franco-canadien célèbre</u> introduction of self and others, describe likes and dislikes, explain a special moment in life, and tell an anecdote, listen to a biography.
November, December, January	<u>La vie d'autrefois - une invention moderne</u> describe an object, explain its use then and now, share the practical qualities of an invention, listen to a public announcement.
February, March, April	<u>Les sports extrêmes - un débat</u> define and classify extreme sports, identify dangers of a sport, inform others of the negatives, listen to a debate about sports in the Olympics.
May, June	<u>Les histoires et les légendes</u> understand the fluidity of a story, identify the main characters, places, and time of the story. Talk about known story, recite a story, compose a story. Listen to a classic story.

Reporting**Oct.5th: informal reports**

Oct. 9th-10th: parent/teacher meetings

October 28th: Start of term 2

November 29th : informal reportsJanuary 11-17th 2020: Project based interview**January 20th: Start of term 3 + Formal Report****March 6th: informal reports**

April 2nd-3rd: parent/teacher

April 4th : Start of term 4

May 8th : informal reportsJune 10th-14th: Project based presentation**June 14th: Final report card****How you will be graded?****ExE** (Extending Expectations) **4**You are independently motivated in regards to speaking FrenchYou are consistent without any reminders during class discussions, personal exchanges with classmates and while addressing all French immersion staff.Your classwork is authentic without use of digital help with very few to no corrections in the primary production.You have all your work presented demonstrates profound and detailed ideas that provoke insightful reflection.**PE** (Proficient in Expectations) **3**You can follow the criteria of the core competencies on a regular basisYou demonstrate effort and show continuous and increase in your abilities and your knowledge.You speak French regularly with few or some reminders.You produce classwork with proof of revision strategies and help of reference tools.**DE** (Developing Expectations) **2**You sometimes follow the criteria of the core competencies

You are able to succeed occasionally.

You only try to speak French when prompted.

Your classwork is completed with little effort and it is difficult to see any improvement strategies.**EmE** (Emerging to the Expectations) **1**You have difficulties producing or exhibiting proof of attaining expectations of the core competencies.You demonstrate very little to any effort at speaking French during class and personal exchanges.Your classwork is incomplete without revision or not handed in.

You are absent on a regular basis.

What are the classroom expectations & disciplinary actions?You should arrive on time* (**2 minutes prior to the final bell**)

You should be prepared with appropriate materials (paper, pencil/pen)

You should give a minimum of 7 days notice for prolonged excused* absences (3 classes or more)

You are responsible for any work missed during your absence

Electronic devices are absolutely **not permitted in class*****1st offence:** a general reminder to students within the class**2nd offence:** an individual reminder with student**3rd offence:** a communication with student and parent and/or administration = detention/ other**4th & final offence:** a meeting with student and administration = individual consequence

Key sentences (known or unknown) practiced during the year:

Comment ça va?

Comment te sens-tu?

Qu'est-ce que tu as fait pendant la fin de semaine?

Comment a été ta fin de semaine?

Quelle est la date aujourd'hui/hier/demain?

À quelle heure est le début/la fin/la pause?

Quels sont tes activités préférés?

Qu'est-ce que tu aimes? ... Qu'est-ce que tu adores?

Quelle est la différences entre (chose/personne) et (chose/personne) ?

