

Grade 8 Language Acquisition - French

Units of Study

UNIT 1:	Open Our Ears	Start: August	Duration: 9 weeks
<ul style="list-style-type: none"> • Concepts: Culture, personal and cultural expression.. • Subject Specific Skills: Students will communicate ideas in written and spoken forms, recognize facts in spoken and written texts, research and apply vocabulary and grammatical structures to apply them in different contexts. • Learning Experiences: Students will learn how to use the different devices to write an article and a biography. They will also learn how to use specific reading strategies to identify and deduce facts and make connections between visuals and written texts. 			
UNIT 2:	Find Your Style	Start: October	Duration: 9 weeks
<ul style="list-style-type: none"> • Concepts: Culture, self-expression, point of view, identity • Subject Specific Skills: Students will communicate ideas and opinions, memorize vocabulary, make connections between information communicated in spoken texts and their own life, use descriptive devices in oral form. • Learning Experiences: Students will express their opinion about fashion and describe their own style in informal and conversational language. They will recognize and select information in an authentic documentary 			
UNIT 3:	Love The Earth	Start: January	Duration: 9 Weeks
<ul style="list-style-type: none"> • Concepts: Connections, Globalization and Sustainability • Subject Specific Skills: Students will research key vocabulary, identify information texts and make connections between visual and written texts. They will learn expressions to express their opinion and solve problems. • Learning Experiences: Students will produce written texts in the journalistic style and will read and recognize key information on articles about environmental issues and suggest solutions to these issues. 			
UNIT 4:	Inventions and New Technologies	Start: March	Duration: 9 weeks
<ul style="list-style-type: none"> • Concepts: Culture, scientific and technical innovations • Subject Specific Skills: Students will use specific research devices to look up key facts and vocabulary. They will organize ideas and use devices for descriptions. They will do improve their visual comprehension skills. • Learning Experiences: Students will view an authentic documentary, they will list, identify, deduce facts and draw personal conclusions from the spoken texts and make connections with their own experiences. 			

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Unit 1: Open Our Ears

Start: August

Duration: 9 weeks (27 hours)

LEARNING EXPERIENCES: In this unit, students will explore the world of music. They will research about instruments, styles of music and musicians in different countries. They will reflect on the impact of music in their lives and its relation to culture. They will experiment the biography and articles formats. They will also develop their speaking skills to be able to communicate facts as well as likes and dislikes about music with a partner. This unit focuses on culture and self-expression.

KEY CONCEPT: Culture

Related Concepts: Point of view, Word choice, Conventions

Subject Specific Concepts: Personal and cultural expression

STATEMENT OF INQUIRY:

The music we listen to expresses who we are.

INQUIRY QUESTIONS:

Factual:

What types of music do you like ?
Who are your favorite musicians ?
Are you influenced by your friends' tastes ?

Conceptual:

What does music mean to you ?
How is music an expression of your culture ?

Debatable:

Are all styles of music equally good ?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Communication and critical thinking

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2 (Textbook)
- Languagesonline.com (For vocabulary and grammatical references)
- Articles and reading comprehensions
- Edpuzzle.com (Website to practice listening comprehension)

SUMMATIVE ASSESSMENT TASKS:

1. Reading comprehension
2. Writing task (Biography)

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Unit 2: Find Your Style

Start: October

Duration: 9 weeks (27 hours)

LEARNING EXPERIENCES: In this unit, students will explore the world of fashion. They will develop their vocabulary to be able to describe clothes and express their opinions. They will reflect on the impact of fashion in their life and the importance of brands. They will also develop their speaking skills to be able to communicate their opinion about fashion to a partner. They will also be exposed to spoken texts in order to develop their spoken comprehension skills.

KEY CONCEPT: Identity

Related Concepts : Empathy, Purpose, Message

STATEMENT OF INQUIRY:

The clothes you choose to wear express your personality.

INQUIRY QUESTIONS:

Factual:

What is your fashion style ?
Do you know other fashion styles ?

Conceptual:

Why is style important for young people ?
Are brand important for young people? Why ?

Debatable:

In your opinion is it important to wear brands ?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the spoken form. Express ideas and feeling sin the spoken form. Speak for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the spoken form. Develop accuracy when speaking.

ATLs:

Communication, self-management

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2 (Textbook)
- Languagesonline.com (For vocabulary and grammatical references)
- Dictionaries for research of vocabulary
- Edpuzzle.com (Website to practice listening comprehension)

SUMMATIVE ASSESSMENT TASKS:

1. Oral task
2. Visual comprehension task

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Unit 3: Love The Earth

Start: January

Duration: 9 weeks (27 Hours)

LEARNING EXPERIENCES: In this unit, the students will explore environmental issues such as different types of pollution, extinction of species and the modification of landscapes. They will research and identify the causes of these issues and the solutions. They will reflect on their own actions as responsible citizens and plan to make new beneficial actions towards the environment. They will learn new words and expressions to express ideas and opinions on this topic and to understand written texts about environmental issues.

KEY CONCEPT: Connections

Related Concepts: Point of view, Context, Function, Message
Subject Specific Concepts: Globalization and Sustainability

STATEMENT OF INQUIRY:

Language plays an important role in promoting eco-citizenship.

INQUIRY QUESTIONS:

Factual:

What role can I play in protecting the environment ?
Who is an eco-citizen ?
What actions can I take to be an eco-citizen ?

Conceptual:

Why do we need to protect the environment ?
How can I help protect the Environment ?

Debatable:

Can everyday actions make a difference ?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Social, Research, Thinking

RESOURCES / LITERATURE OPTIONS:

- Articles
- Videos from youtube
- Languages online (for grammatical purposes)
- Dictionaries

SUMMATIVE ASSESSMENT TASKS:

- Written task
- Reading comprehension task

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Unit 4: Inventions And New Technologies

Start: April

Duration: 9 Weeks (27 Hours)

LEARNING EXPERIENCES: In this unit, the students will inquire into inventions from the past and recent inventions. They will reflect on their impact in our lives. They will research biographical facts about inventors and develop their vocabulary knowledge in order to present orally facts about inventions and inventors. They will also have opportunities to extend their spoken comprehension skills in order to identify facts in spoken visuals.

KEY CONCEPT: Culture

Related Concepts: Function ,Purpose, Structure

Subject Specific Concepts: Scientific and technical innovation

STATEMENT OF INQUIRY:

Technologies and inventions impact our daily life.

INQUIRY QUESTIONS:

Factual:

What are the main inventions ?

Conceptual:

How do inventions change my daily life?

Debatable:

What are the most remarkable inventions ?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the spoken form. Express ideas and feeling sin the spoken form. Speak for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the spoken form. Develop accuracy when speaking.

ATLs:

Thinking, reflect

RESOURCES / LITERATURE OPTIONS:

- Adosphere 2
- Languages online
- Articles selected by teacher
- Videos

SUMMATIVE ASSESSMENT TASKS:

1. Oral task
2. Reading comprehension task