**Curriculum Outline for French Language Arts 8 (2021-2020)**

Subject: FLA 8
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**Description**

French Language Arts in the immersion program is an optional language program to Core French offered to students who are seeking a more challenging experience to communicate efficiently in French, to use French to gather information and to demonstrate an understanding of cultural diversity while doing so.

The following is an overview of material to be covered in each subject, assessment practices and strategies, classroom expectations, as well as ways to contact me when needed.

**Neurolinguistic Approach**

We will be gradually integrating the Neurolinguistic Approach which is a newer approach to literacy-based teaching. There is a very important emphasis on the oral component of this approach, especially in the first few weeks of school where the majority of activities in class will be based on speaking and listening. This is why it is extremely important that students take risks to speak with others in French in class as much as possible. Students who follow the “French-Only” rule usually tend to acquire much stronger language skills and become comfortable using it. This participation greatly affects their success in the program.

“The Neurolinguistic Approach (NLA) to second language learning is a new way to teach and acquire a second language for the purposes of communication, in a regular classroom situation.

Recent research on the brain and language acquisition shows that knowledge (such as knowledge of grammar rules) lies in our declarative memory, while skills (such as talking effortlessly and without analyzing each word, as well as we do it in our mother tongue) are in our procedural memory. All in all, we do not need an explicit grammar to learn to speak a language, we need an implicit grammar (Netten & Germain, 2012).” (CSALT, 2021).

**Our Outcomes**

* Reflect on how the cultures of communities, inclusive of the Mi’kmaq, Acadians, African Nova Scotians, and the Gaels, are expressed through a range of communication forms.
* Plan oral and written personal and critical responses, in relation to audience and purpose.
* Create oral, written, and visual communication forms for a range of audiences and purposes.
* Implement speaking and writing strategies for effective communication in relation to audience and purpose.
* Comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies.
* Analyse the accuracy, reliability, validity and bias in a range of written, audio, visual, and digital communication forms.

**The expectations are clear and simple:**

- Be on time.
- Be here because you want to try your best to learn French!
- Listen when you should.
- Wait your turn to talk and raise your hand.
- Be respectful.
- Start and complete the tasks asked of you in class on time.
- Speak in French during all activities without being demanded to.
- Speak in French in front of others.
- Get away from using translators to do the work. You can do this!

**Assessment and Evaluation**

The teacher will use, but not be limited to, the following assessment tools to evaluate the students:

● Rubrics ● Checklists ● Group presentations ● Peer assessment ● Research projects ● Portfolios of student work ● Multimedia presentations ● Oral presentations ● Self-assessment ● Students teaching students ● Written reports, journals, and essays ● Written quizzes and tests.

**Assessment Grading**

A percentage grade will be given to students based on their performance related to the outcomes covered each term. As in past years, students will be assessed using the 4-3-2-1 scale. Efforts will be made for students to have multiple opportunities to illustrate their understanding of each outcome.

**4 - Point Rubric Scale Level Description**

* 4 - In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
* 3 - Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
* 2 - Developing Knowledge and understanding of content and concepts. Developing in the application of related skills.
* 1 - Limited knowledge and understanding of content and concepts. Limited application of related skills.

**Absences**

Upon returning after an absence, it is their responsibility to seek any missed work after class from the designated folder or to arrange a designated time for extra help.