


Achievement Indicators	Suggested Activities	Linguistic Content
<p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to questions and demonstrate understanding (listening). listen for specific information and demonstrate understanding (listening). communicate clearly their message orally by describing their opinions and explaining their reasons. communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary, and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a variety of texts (research). respond to text by identifying pertinent details of the text. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing their opinions and explaining their reasons. communicate their message with fluency by using the correct words and phrases. manage their writing by respecting grammar rules and by correctly using the structures of the French language. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> name a well-known Francophone and his contribution to the world. 	<p>These suggested activities serve as a starting point for further unit development. Prior to any lesson, the teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modeling and contextualization. This allows the teacher to stimulate authentic interactions.</p> <p>The teacher introduces the idea that there are inventions in the classroom which solve everyday problems. For example, <i>Il y a des inventions dans la salle de classe. Voici un taille-crayon, un sac à dos et une calculatrice. Quelle est une invention dans la salle de classe?</i> After, the teacher can model a second structure which allows him to expand upon his previous model. <i>Voici un taille-crayon. C'est une invention pratique parce que je peux aiguiser mon crayon. Quelle est une invention pratique dans la salle de classe? Pourquoi est-elle pratique?</i></p> <p>After the students have used and reused the modeled structures, they participate in other oral activities to extend and consolidate their learning. These activities could include the creation of riddles (<i>devinettes</i>) that give the students the opportunity to guess what invention is being described. Students can also comment on which invention they prefer and why. This all leads to the students' final project which is to design an invention geared to making school life easier (<i>futur proche</i>). This project is presented orally and students can answer the following questions: <i>Quelle est l'invention? Quel est le problème? Quelle est la solution?</i></p> <p>Classmates give feedback and opinions on the inventions. (see p. 131 for the reflection sheet).</p> <p style="text-align: center;">Suggestions on Integrating Culture</p> <p>Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally. Using one of the following books: <i>L'école à l'avenir</i>, p. 20 and 21, <i>La guerre aux déchets</i>, p.16 and 17 or <i>Eureka</i>, p. 18 and 19, students can complete a template to describe a Francophone inventor (see appendix, p. 134 or p. 135).</p>	<ul style="list-style-type: none"> <i>Est-ce que tu peux trouver une invention dans la salle de classe? Par exemple, le taille-crayon est-il une invention? Il y a un ordinateur dans la salle de classe.</i> <i>Quelles inventions t'aident à faire des activités à l'école? Le ballon m'aide à jouer au basket-ball.</i> <i>Quelles inventions sont anciennes? Quelles inventions sont nouvelles?</i> <i>Quel objet est une invention pratique? Pourquoi? La calculatrice est pratique parce que je peux faire des calculs.</i> <i>Quelle invention va rendre la vie à l'école beaucoup plus facile? Cette invention va rendre la vie plus facile parce qu'elle est pratique. Avec mon invention je peux, vous pouvez... Selon moi, à mon avis, la meilleure invention est... parce que...</i> <i>Quelle invention préfères-tu? Je préfère... parce que cette invention est pratique/efficace/bizarre/utile/unique/idéale/extraordinaire.</i> <p>The vocabulary is always related to the theme. In Grade 8, students are able to use <i>le présent</i>, <i>le passé composé</i>, <i>l'impératif</i> and <i>le futur proche</i> in context.</p>

 **NOTE:** When learning and using new structures and expressions (linguistic content), learning situations are highly structured with ample modeling by the teacher. As students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Resources

Niveau : 8^e année**Livres**

- [La nuit des zombies studieux](#), BédéLire, Chenelière Éducation
- [Voyages francophones](#), Cultur-osité, Nelson
- [Le robot ravageur](#), BédéLire, Chenelière Éducation
- [Des inventions incroyables!](#), Échos 3, Pearson Education
- [Échos MAG \(Quelles sont les inventions canadiennes?\)](#), Échos 3, Pearson Education Canada
- [Des inventions, Petits curieux](#), ERPI
- [En route vers le succès langagier](#), L'école 7^e à 10^e année A, DREF
- [En route vers le succès langagier](#), L'école 7^e à 10^e année B, DREF

Modules

- [L'école de l'avenir](#), Ça marche 2, Pearson Education
- [Eureka](#), C'est parti 3, CEC

Ressources pour les inventions générales

- [La guerre aux déchets](#), Communi-Quête 1, Oxford University Press
- [Les premières inventions](#), Zap sciences, Beauchemin
- [Qui a eu cette idée folle?](#), Idées-Chocs, Chenelière Éducation
- [Inventer l'avenir](#), Idées-Chocs, Chenelière Éducation
- [Des inventions étonnantes](#), Les incomparables, Chenelière Éducation

Click on the active link to see the details for each resource within DREF's OPAC.