**Expectations :**

By the end of **Cycle 2** your child will be able to:

* understand short dialogues related to familiar subjects and to participate in simple exchanges in class through role-playing or spontaneous interactions;
* read and understand riddles, songs, picture books and short stories (with the help of peers or an adult);
* produce very short texts (with the help of peers, the teacher and a variety of reference resources such as word lists, dictionaries and checklists);
* express, orally and in writing, his or her appreciation of media productions such as posters, short films, children’s magazines;
* speak French in familiar situations in order to express most of his or her class-related needs.

|  |  |  |  |
| --- | --- | --- | --- |
| **When?** | **What? (subject to change)** | **Evaluation** | **Resources** |
| **Term 1**  **20%** | **La classe de français idéale**  - rules and consequences  - 4 Tribes agreements  - Icebreakers  - implementing Tribes and Instructional Intelligence strategies  **C’est la fête!**  - developing the reading, writing, speaking and listening skills  -review vocabulary, grammar concepts, practice and apply  -sentence structure  –complex task: invitation following a plan and a model  **De la pizza, encore de la pizza**  - developing the reading, writing, speaking and listening skills  - grammar concepts: le déterminant, l’article partitif , le singulier, le pluriel  -learning about the structure of a letter  -complex task: writing a letter to a restaurant to introduce our new pizza (following a plan) | **Communicates (40%):**   * Observation chart * speaks French in class * uses vocabulary taught in class * participation * Self-evaluations * Peer-evluations * Anecdotal notes   **Reads (40%):**   * Worksheets * Tests * Rubrics   **Produces oral and written texts (20%):**   * Rubrics * Tests | Various activities on the  SMARTboard  Various literacy activities  Learning and evaluation situations  Zig-Zag workbook  Picture books/albums littéraires |
| **Term 2**  **20%** | **Des histoires réinventées**  - developing the reading, writing, speaking and listening skills  -learning about the story structure, character comparison  -use of graphic organizers  -role-playing  – complex task: rewriting a well-known fairy tale (short paragraph/text) using a word bank  **L’eau au compte-gouttes**  -developing the reading, writing, speaking and listening skills  -grammar: verbs (present tense)  -complex task : Writing a poem about water | **Communicates (40%):**   * Observation chart * speaks French in class * uses vocabulary taught in class * participation * Self-evaluations * Peer evaluations * Anecdotal notes   **Reads (40%):**   * Worksheets * Tests * Rubrics   **Produces oral and written texts (20%):**   * Rubrics * tests |  |
|  |  |
| **Term 3**  **60%** | **Le concours d’art oratoire (TBD)**  **À chacun son métier**  - developing the reading, writing, speaking and listening skills (higher reading level for enriched)  **-** learning about the difference between qualities and talents  -grammar: present tense of 1st group verbs  - Complex task: writing a text about a career using verbs in the present tense  **Other grammar concepts will be covered depending on the class strength.** | **All of the above, plus:**   * concours d’art oratoire * **End of cycle**   **School Board Evaluation** |

**Note:**

* Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills
* All 3 competencies will be evaluated and reported on at the end of every term
* The students’ knowledge of oral language, reading comprehension and writing will also be evaluated throughout the year
* The students will write a Board-compulsory exam that will be considered in the 3rd Term results