**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.

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| **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 SMARTboardVarious literacy activitiesLearning and evaluation situationsZig-Zag workbookPicture 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
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|  |  |
| **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