**Expectations :**

By the end of **Cycle 3.2** your child will be able to:

* understand the essential information in a text
* express, orally and in writing, his or her appreciation of media productions such as posters, short films, children’s magazines, etc;
* explore pre-selected French-language Internet sites;
* produce texts (with the help of peers, the teacher and a variety of reference resources);
* participate in discussions, role-plays within the group
* produce short dialogues related to familiar subjects and to participate in more elaborate exchanges in class through role-playing or spontaneous interactions;
* 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- exploring the 4 TRIBES agreements- Icebreakers- implementing TRIBES**Des Droits pour tous**- developing the reading, writing, speaking and listening skills -difference between rights and responsibilities, needs and desires-reading various texts connected to the theme-grammar: le pluriel des noms, le pluriel des adjectifs, homophones, les verbes au présent  -Complex task (CT): writing a letter – following a plan  | **Communicates (40%):*** Observation chart
* speaks French in class
* uses vocabulary taught in class
* participation
* Self-evaluation
* Peer-evaluation
* Anecdotal notes

**Reads (40%):*** Worksheets
* Tests
* Rubrics

**Produces oral and written texts (20%):** * Rubrics
* Tests
 | Cap sur le français Various activities on the SMARTboardVarious literacy activitiesZig-Zag workbook(grade5 only)Learning and evaluation situationsPicture books/albums littérairesPasseports de lecture (grade 6 only) |
| **Term 2****20%** | **Bon Choix-mauvais choix**- developing the reading, writing, speaking and listening skills- learning about the impact of advertising on children- group discussions- reading texts and viewing videos about the media - Grammar: les adjectifs et les adverbes, les verbes au passé composé - CT: creating a pamphlet: Bon choix, mauvais choix**Les légendes urbaines**- developing the reading, writing, speaking and listening skills **-**learning about urban legends-grammar: le passé composé-CT: creating an urban legend following a model  | **Communicates (40%):*** Observation chart
* speaks French in class
* uses vocabulary taught in class
* participation
* Self-evaluations
* Peer-evaluation
* Anecdotal notes

**Reads (40%):*** Worksheets
* Tests
* Rubrics

**Produces oral and written texts (20%):** * Rubrics
* tests
 |
| **Term 3****60%** | **Le concours d’art oratoire** – oral presentation (TBD)**Un avenir à bâtir****-** developing the reading, writing, speaking and listening skills -grammar: masculin/féminin des métiers et professions- CT : research project about a profession of their choice**A chacun sa maison****-** developing the reading, writing, speaking and listening skills -CT: writing a descriptive text using descriptive language **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 Exam – 20%**
 |

**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