**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  SMARTboard  Various literacy activities  Zig-Zag workbook  (grade5 only)  Learning and evaluation situations  Picture books/  albums littéraires  Passeports 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