

Subject/Focus		September
Reading	<i>Reading Benchmarks Shared Reading Texts Reading Assessment</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
Writing	<i>Qui suis-je? List Writing Unit Morning Quick Writes (Complete Sentences, Punctuation, Capital Letters)</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
Listening	<i>Classroom Community Activities</i>	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
Speaking	<i>Classroom Community Activities</i>	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics
Science	<i>Stem Skills &amp; Connections Life Systems: Habitats &amp; Communities</i>	A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes B2.1 describe habitats as areas that provide organisms, including plants and animals, with the necessities of life, and identify ways in which a local habitat provides these necessities B2.2 describe a community as a group of interacting species sharing a common
Visual Arts	<i>Qui suis-je? Locker Drawing Element of Line</i>	D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
Drama	<i>Drama Games</i>	B1.1 engage actively in drama exploration and role play B1.2demonstrate an understanding of the element of role by selectively using some other elements of drama

Subject/Focus	October	
Reading	<i>Reading Benchmarks Shared Reading Texts Reading Assessment</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
Writing	<i>Procedural Writing Unit: Directions Morning Quick Writes (Plural “s”)</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills
Listening	<i>Scavenger Hunt Listening Games Halloween Bingo</i>	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities*
Speaking	<i>Scavenger Hunt Speaking Games</i>	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions
Science	<i>Stem Skills &amp; Connections Life Systems: Habitats &amp; Communities Thanksgiving Activity</i>	A3.1 describe practical applications of science and technology concepts in various occupations, including skilled trades, and how these applications address real-world problems B1.1 assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account B2.1 describe habitats as areas that provide organisms, including plants and animals, with the necessities of life, and identify ways in which a local habitat provides these necessities B2.3 describe the relationship of organisms in a food chain, and classify organisms as producers, consumers, or decomposers B2.4 demonstrate an understanding of a food web as the interconnection of multiple food chains in a natural community B2.5 describe how animals are categorized according to their diet, and categorize various animals as carnivores, herbivores, or omnivores B2.6 describe structural adaptations of a variety of plants and animals and how these adaptations allow the organisms to survive in specific habitats
Visual Arts	<i>Halloween Drawing Halloween Craft</i>	ELEMENTS OF DESIGN Students will develop understanding of all elements of design. • line: lines to indicate emotion (e.g., smooth, horizontal lines can give a feeling of peace and harmony); contour lines (e.g., edges of objects); lines of various weights; repetition of lines to create visual rhythm •emphasis:use of colour intensity, contrast in value, placement and size of shapes, and/or weight of line to create a particular focal point D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges
Drama	Drama Games	<i>B1.1 engage actively in drama exploration and role play,</i>

Subject/Focus	November	
Reading	<p><i>Reading Benchmarks</i>  <i>Shared Reading Texts</i>  <i>Novel Study</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate</p> <p>C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support</p> <p>C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues</p> <p>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</p> <p>C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p>C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p> <p>C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p> <p>C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities*</p>
Writing	<p><i>Journal Writing Unit</i>  <i>Morning Quick Writes</i>  <i>(Plural “s”, “ent” &amp; “x”)</i>  <i>Verbs: Imperative</i></p>	<p>D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create</p> <p>D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form</p> <p>D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources</p> <p>D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view</p> <p>D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation</p> <p>D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies</p> <p>D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p> <p>D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, several strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills</p>
Listening	<p><i>Novel Study</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations</p> <p>A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate</p> <p>A2.3 Metacognition: (a) describe factors that prevent them from listening effectively and strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skill</p>
Social Studies	<p><i>Strand B: Political &amp; Physical Regions of Canada</i></p>	<p>B3.1 identify various physical regions in Canada (e.g., landform, vegetation, and climatic regions), and describe their location and some of the major ways in which they are distinct from and similar to each other</p> <p>B3.4 identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves), and describe some of their basic similarities and differences (e.g., the powers of a province versus those of a territory)</p> <p>B3.5 identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them</p> <p>B3.7 demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/ interactive maps</p>
Visual Arts	<p><i>Remembrance Day Art</i></p>	<p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</p> <p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p>

Subject/Focus		December
Reading	<i>Reading Benchmarks Shared Reading Texts Novel Study Christmas Escape Room</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
Writing	<i>Morning Quick Writes (Proper Grammar at the end of Pronouns) Christmas Escape Room Christmas Word Search</i>	D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech
Listening	<i>Novel Study Christmas Escape Room</i>	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate A2.3 Metacognition: (a) describe factors that prevent them from listening effectively and strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skill
Speaking	<i>Various Activities</i>	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics
Social Studies	<i>Strand B: Political &amp; Physical Regions of Canada</i>	B3.1 identify various physical regions in Canada (e.g., landform, vegetation, and climatic regions), and describe their location and some of the major ways in which they are distinct from and similar to each other B3.2 identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada B3.4 identify various types of political regions in Canada (e.g., provinces, territories, municipalities, First Nations bands and reserves), and describe some of their basic similarities and differences B3.5 identify Canada’s provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them
Visual Arts	<i>Holiday Craft</i>	D1.1create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges



Subject/Focus	January	
Reading	<i>Reading Benchmarks Shared Reading Texts</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
Writing	<i>Autobiography Writing Unit New Years Flip Book Morning Quick Writes (Proper Grammar at the end of Pronouns)</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate
Listening	<i>Classroom Rule Review Listening Game Comic Strips</i>	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics
Speaking	<i>Classroom Rule Review Group Challenge Mon souhait cette année</i>	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics
Science	<i>Stem Skills &amp; Connections Earth and Space Systems: Rocks, Minerals &amp; Geological Processes</i>	A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes E2.1 explain geological processes that result in the formation of igneous, sedimentary, and metamorphic rocks, using the rock cycle E2.2 describe the physical properties of igneous, sedimentary, and metamorphic rocks E2.3 classify different rocks and minerals according to their composition and physical properties, using various tests and criteria E2.4 describe everyday uses of rocks and minerals
Visual Arts	<i>Sculptures</i>	shape and form:free-standing forms shapes organized in a pattern showing radial symmetry and/or in a mosaic; changes in shapes, depending on the angle or point of view; positive and negative shapes; grouping of shapes; abstract shapes and forms D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D2.2 analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art

Subject/Focus	February	
Reading	<i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Food Critiques</i>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate</p> <p>C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support</p> <p>C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues</p> <p>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</p> <p>C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p>C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p> <p>C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>
Writing	<i>Food Critique</i> <i>Morning Quick Writes</i> <i>(Sentence structure: ne... pas)</i> <i>Transition Words</i>	<p>D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create</p> <p>D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form</p> <p>D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources</p> <p>D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view</p> <p>D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form</p> <p>D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech</p> <p>D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies</p> <p>D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
Listening	<i>Reader's Theatre</i>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations</p> <p>A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics</p>
Speaking	Reader's Theatre 100th Day Activities	<p>B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</p> <p>B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
Science	<i>Stem Skills &amp; Connections</i> <i>Earth and Space Systems:</i> <i>Rocks, Minerals &amp; Geological Processes</i>	<p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</p> <p>A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials</p> <p>A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>E1.1 analyse ways in which geological processes impact society and the environment</p> <p>E2.1 explain geological processes that result in the formation of igneous, sedimentary, and metamorphic rocks, using the rock cycle</p> <p>E2.2 describe the physical properties of igneous, sedimentary, and metamorphic rocks</p> <p>E2.3 classify different rocks and minerals according to their composition and physical properties, using various tests and criteria</p> <p>E2.4 describe everyday uses of rocks and minerals</p>
Drama	<i>Reader's Theatre</i>	<p>B1.1engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places</p> <p>B1.2demonstrate an understanding of the element of role by selectively using some other elements of drama (e.g., time and place, relationship), to build belief in a role and establish its dramatic context</p> <p>B2.1express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works</p> <p>B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others' drama works</p> <p>B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members</p> <p>B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts</p>

Subject/Focus	March	
Reading	<i>Reading Benchmarks Shared Reading Texts Infographics</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities
Writing	<i>Infographic Writing Unit Morning Quick Writes (Sentence structure: ne... pas) Word Wall Game</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work
Listening	<i>Infographic Leprechaun Traps</i>	A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
Speaking	<i>Infographi Leprechaun Traps</i>	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiencesB2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions
Social Studies	<i>Strand A: Early Societies to 1500 CE</i>	A2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society A3.1 identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps A3.2 demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence A3.3 describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed
Visual Arts	<i>3D Art</i>	ELEMENTS OF DESIGN Students will develop understanding of all elements of design. •space:positive and negative space in art work; diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth •texture:texture elaboration (e.g., embossing, piercing, pinching, pressing, scoring, scraping); texture quality (e.g., matte, sheen); low relief in collographs D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges ( D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey D2.2 analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding



Subject/Focus		April	
Reading	<i>Reading Benchmarks Shared Reading Texts Figurative Language</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills	
Writing	<i>Acrostic Poetry Unit Figurative Language Morning Quick Writes (Sentence structure: commas + et)</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate	
Listening	<i>Poetry</i>	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics	
Speaking	<i>Poetry</i>	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expression B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics	
Social Studies	<i>Strand A: Early Societies to 1500 CE</i>	A1.1 compare social organization in a few early societies, including at least one First Nation and one Inuit society A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats A2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society A2.4 interpret and analyse information relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats A3.8 describe the social organization of a few different types of early societies, including at least one First Nation and one Inuit society and the role and status of some significant social and work-related groups in these societies	



Subject/Focus		May	
Reading	<i>Reading Benchmarks Shared Reading Texts Reading Assessment</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills	
Writing	<i>Persuasive Writing Unit Morning Quick Writes (Sentence structure: commas + et)</i>	D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate	
Science	<i>Stem Skills &amp; Connections Matter and Energy: Light &amp; Sound</i>	A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes C1.1 assess the impacts on society of devices that use the properties of light or sound, or both C1.2 assess the impacts on the environment of light energy and sound energy produced by various technologies, while taking different perspectives into account C2.1 identify a variety of natural and artificial light sources C2.2 distinguish between objects and living things that emit their own light and those that reflect light from other sources C2.3 describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected, and refracted C2.4 describe properties of sound, including that sound travels through a medium as a wave and that sound can be absorbed or reflected and modified C2.5 explain how vibrations cause sound waves C2.6 describe how different objects and materials interact with light and sound energy C2.7 distinguish between sources of light that emit both light and heat and those that emit light but little heat C2.8 identify sensory organs and devices that make use of the properties of light and sound	
Visual Arts	<i>Mother’s Day Craft</i>	D1.1create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.4use a variety of materials, tools, and techniques to determine solutions to design challenges	

Subject/Focus		June
Reading	<i>Reading Benchmarks Shared Reading Texts</i>	C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills
Writing	<i>Glow Day Activities Morning Quick Writes (Review)</i>	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form
Listening	<i>Listening Games Shadow Puppet</i>	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions about familiar and personally relevant topics
Speaking	<i>Speaking Games Shadow Puppet</i>	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics
Science	<i>Stem Skills &amp; Connections Structures &amp; Mechanisms: Machines &amp; Their Mechanisms</i>	A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems A2.1 write and execute code in investigations and when modelling concepts, with a focus on obtaining input in different ways for a variety of purposes D1.1 assess the impacts of machines and their mechanisms on the daily lives of people in various communities D1.2 assess and compare the environmental impacts of using different machines designed for similar purposes D2.1 identify machines that are used in daily life, and describe their purposes D2.2 identify the parts of various mechanisms and describe the purpose of each part D2.3 describe how different mechanisms transmit various types of motion, including rotary motion, from one system to another D2.4 describe how mechanisms transform motion, including how they can change the geometric plane in which the motion occurs and the speed and/or direction of motion D2.5 explain how forces are changed in a variety of machines
Drama	<i>Drama Games Shadow Puppet Unit</i>	role/character:adopting a role and maintaining focus in role; communicating character traits and character choices through body language/movement and gestures; sustaining belief in character B1.1engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.2demonstrate an understanding of the element of role by selectively using a few other elements of drama B1.3plan and shape the direction of the drama or role play by posing questions and working withothers to find solutions, both in and out of role B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works B2.2 explain, using drama terminology, how elements and drama conventions are used to produce specific effects and/or audience responses in their own and others’ drama works B3.2 demonstrate an awareness of different kinds of drama and theatre from different times and places and of how they reflect their contexts
Visual Arts	<i>Father’s Day Craft</i>	D1.1create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.4use a variety of materials, tools, and techniques to determine solutions to design challenges