

Subject/Focus	<h1>September</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts Reading Assessment</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>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</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>
<h2>Writing</h2>	<i>Bullying Prevention Poem Descriptive Paragraph Morning Quick Writes (Complete Sentences, Punctuation, Capital Letters) Adjectives</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>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, with support as appropriate</p>
<h2>Listening</h2>	<i>Classroom Community Activities Bullying Prevention Poem Terry Fox Activity</i>	<p>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</p> <p>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p>
<h2>Speaking</h2>	<i>Classroom Community Activities Bullying Prevention Poem Descriptive Paragraph Terry Fox Activity</i>	<p>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</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 structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics</p> <p>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</p>
<h2>Science</h2>	<i>Stem Skills & Connections Structures & Mechanisms: Flight</i>	<p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</p> <p>D2.1 identify flight-related applications of the properties of air</p>
<h2>Visual Arts</h2>	<i>School Bag Art Sketchbook Element of Line Zentangles</i>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues</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> <p>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges</p>

Subject/Focus	<h1>October</h1>	
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Reading	<i>Reading Benchmarks Shared Reading Texts</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>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</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>
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Writing	<i>Procedural Writing Text Student Led Conferences Morning Quick Writes (Plural “s”) Grammar: Imperative Verb</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><i>D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources</i></p> <p><i>D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view</i></p> <p><i>D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech</i></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><i>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</i></p> <p><i>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</i></p>
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Listening	<i>Listening Games Students Led Conferences</i>	<p>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</p> <p><i>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</i></p>
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Speaking	<i>Speaking Games Student Led Conferences</i>	<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><i>B1.2 Producing Oral Communications: produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support</i></p> <p><i>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</i></p> <p><i>B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience</i></p> <p><i>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</i></p> <p><i>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</i></p>
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Science	<i>Stem Skills & Connections Structures & Mechanisms: Flight Halloween Experiments</i>	<p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</p> <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>D2.1 identify flight-related applications of the properties of air</p> <p><i>D2.2 describe the relationships between the four forces of flight – lift, weight, thrust, and drag – that make flight possible</i></p> <p><i>D2.3 describe ways in which flying machines and various organisms use balanced and unbalanced forces to control their flight</i></p>
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Visual Arts	<i>Halloween Drawing</i>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues</p> <p><i>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</i></p> <p><i>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges</i></p>
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Drama	Drama Games	<p><i>B1.1 engage actively in drama exploration and role play,</i></p>
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Subject/Focus	<h1>November</h1>	
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Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Reading Assessment</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 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>C2.3 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>
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Writing	<p><i>Friendly Letter Writing</i> <i>Morning Quick Writes</i> <i>(Plural “s”, “ent” & “x”)</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</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>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</p>
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Listening	<p><i>Novel Study</i></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>A2.1 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</p> <p>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</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>
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Social Studies	<p><i>Strand B: Canada’s Interactions with the Global Community</i></p>	<p>B1.1 explain why Canada participates in specific international accords and organizations</p> <p>B2.1 use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental</p> <p>B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world</p> <p>B3.2 describe Canada’s participation in different international accords, organizations, and/or programs</p> <p>B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues</p> <p>B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world</p> <p>B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions</p> <p>B3.6 identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions</p> <p>B3.7 identify countries/regions with which Canada has a significant economic relationship and some of the reasons why close relationships developed with these countries/regions and not others a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions</p>
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Visual Arts	<p><i>Remembrance Day Art</i></p>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues</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>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges</p>
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Subject/Focus	December	
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 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 C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading 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	<p><i>Morning Quick Writes</i> <i>(Proper Grammar at the end of Pronouns)</i></p>	<p>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</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 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</p>
Speaking	<p><i>Various Activities</i></p>	<p>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</p>
Social Studies	<p><i>Strand B: Canada's Interactions with the Global Community</i></p>	<p>B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies B2.3 analyse and construct different types of maps as part of their investigations into global issues, their impact, and responses to them. B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues B2.6 communicate the results of their inquiries, using appropriate vocabulary B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions B3.7 identify countries/regions with which Canada has a significant economic relationship and some of the reasons why close relationships developed with these countries/regions and not others a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions B3.9 describe some ways in which Canada's interactions with other regions of the world have affected the environment</p>
Visual Arts	<p><i>Holiday Craft</i></p>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues 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, techniques, and technologies to determine solutions to design challenges</p>
Drama	<p><i>Winter Concert</i></p>	<p>B1.1 engage actively in drama exploration and role play,</p>

Subject/Focus	<h1>January</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts</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>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</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>
<h2>Writing</h2>	<i>Informational Text Mon souhait cette année Morning Quick Writes (Proper Grammar at the end of Pronouns)</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>D1.6 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>
<h2>Listening</h2>	<i>Classroom Rule Review Listening Game</i>	<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> <p>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p>
<h2>Speaking</h2>	<i>Classroom Rule Review Group Challenge Mon souhait cette année Speaking Games</i>	<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>
<h2>Science</h2>	<i>Stem Skills & Connections Earth and Space Systems: Space</i>	<p>A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</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>E2.1 identify components of the solar system, including the Sun, Earth and other planets, natural satellites, comets, asteroids, and meteoroids, and describe their main physical characteristics</p>
<h2>Visual Arts</h2>	<i>Bubble Art</i>	<p>ELEMENTS OF DESIGN: shape and form: exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms</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>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art</p>

Subject/Focus	February	
<p>Reading</p>	<p><i>Reading Benchmarks Shared Reading Texts</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 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 C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading 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>Writing</p>	<p><i>Opinion Text Morning Quick Writes (Sentence structure: ne... pas) Transition Words When I'm 100 years old...</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 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 D1.6 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</p>
<p>Listening</p>	<p><i>100th Day of School Valentine's Day Bingo</i></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 A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p>
<p>Speaking</p>	<p><i>100th Day of School Lip Synching</i></p>	<p>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 B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience</p>
<p>Science</p>	<p><i>Stem Skills & Connections Earth and Space Systems: Space</i></p>	<p>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 E1.1 analyse the impact that conditions in space have on humans engaged in space exploration, and explain how humans meet their social, emotional, and physiological needs in space E1.2 assess the role of space exploration technology in observing and understanding environmental changes on Earth, including climate change E1.3 evaluate the social and environmental impacts of space exploration, while taking various perspectives into consideration E2.1 identify components of the solar system, including the Sun, Earth and other planets, natural satellites, comets, asteroids, and meteoroids, and describe their main physical characteristics E2.5 describe various effects of the relative positions and motions of Earth, the Moon, and the Sun E2.6 identify various technologies used in space exploration, and describe how technological innovations have contributed to our understanding of space</p>
<p>Visual Arts</p>	<p><i>Valentine's Craft</i></p>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues 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, techniques, and technologies to determine solutions to design challenges</p>
<p>Drama</p>	<p><i>Lip Synching Unit</i></p>	<p>B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works B2.2 identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members</p>

March

Subject/Focus	<h1>March</h1>	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Inferences</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 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 C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading 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	<p><i>Inferences Mystery Text</i> <i>Morning Quick Writes</i> <i>(Sentence structure: ne... pas)</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 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 D1.6 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</p>
Listening	<p><i>Inferences</i></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 A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics 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 skills</p>
Speaking	<p><i>Inferences</i></p>	<p>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</p>
Social Studies	<p><i>Strand A: Communities in Canada, Past and Present</i></p>	<p>A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities A3.2 identify the main reasons why different peoples migrated to Canada A3.3 identify various types of communities that have contributed to the development of Canada A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada and how these events affected the communities' development and/or identities 3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country A3.8 identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary</p>
Visual Arts	<p><i>Cubism</i></p>	<p>ELEMENTS OF DESIGN Students will develop understanding of all elements of design. • line: lines that direct the viewer's attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable (e.g., crumpled paper) • shape and form: exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms • colour: the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images</p> <p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view D1.4 use a variety of materials, tools, techniques, and technologies 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</p>

Subject/Focus	<h1>April</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts Figurative Language</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>
<h2>Writing</h2>	<i>Poetry Unit Figurative Language Morning Quick Writes (Sentence structure: commas + et)</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>D1.6 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>
<h2>Listening</h2>	<i>Poetry</i>	<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> <p>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p> <p>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*</p>
<h2>Speaking</h2>	<i>Slam Poetry</i>	<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>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</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>
<h2>Social Studies</h2>	<i>Strand A: Communities in Canada, Past and Present</i>	<p>A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.2 gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.3 analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools</p> <p>A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats</p> <p>A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada and how these events affected the communities' development and/or identities</p> <p>A3.6 describe significant events or developments in the history of two or more settler/newcomer communities in Canada and how these events affected the communities' development and/or identities per)</p> <p>3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country</p> <p>A3.8 identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities, including at least one First Nations, Métis, or Inuit community, in Canada</p>

May

Subject/Focus		
<p>Reading</p>	<p><i>Reading Benchmarks Shared Reading Texts Reading Assessment Book Tasting</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 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</p>
<p>Writing</p>	<p><i>Book Report Morning Quick Writes (Sentence structure: commas + et)</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 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 D1.6 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</p>
<p>Listening</p>	<p><i>Book Report</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 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>Speaking</p>	<p><i>Book Report</i></p>	<p>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</p>
<p>Science</p>	<p><i>Stem Skills & Connections Coding & Emerging Technologies Matter and Energy: Electrical Phenomena, Energy, and Devises</i></p>	<p>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 A2.2 identify and describe impacts of coding and of emerging technologies on everyday life, including skilled trades 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 C2.1 explain commonly observed electrostatic phenomena, using the principles of static electricity C2.2 describe current electricity, and compare and contrast current electricity with static electricity C2.3 identify materials that are good conductors of electric current and materials that are good insulators C2.6 explain the functions of the components of a simple electrical circuit</p>
<p>Visual Arts</p>	<p><i>Food Art</i></p>	<ul style="list-style-type: none"> • space: centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry • texture: textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a softoleum print) <p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges</p>

Subject/Focus	<h1>June</h1>	
Reading	<i>Reading Benchmarks Shared Reading Texts</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>
Writing	<i>Memory Books Morning Quick Writes (Review)</i>	<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>
Listening	<i>Listening Games</i>	<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> <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>
Speaking	<i>Speaking Games</i>	<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 & Connections Life Systems: Biodiversity</i>	<p>A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</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>B1.1 assess the benefits of biodiversity and the consequences of the diminishing of biodiversity</p> <p>B1.2 analyse a local issue related to biodiversity while considering different perspectives; plan a course of action in response to the issue; and act on their plan</p> <p>B2.1 describe the distinguishing characteristics of different groups of organisms, and use these characteristics to further classify these organisms using a classification system</p> <p>B2.2 demonstrate an understanding of biodiversity as the diversity of life on Earth, including the diversity of organisms within species, among species in a community, and among communities and the habitats that support them</p> <p>B2.3 describe ways in which biodiversity within species is essential for their survival</p> <p>B2.4 describe ways in which biodiversity within and among communities is essential for maintaining the resilience of these communities</p> <p>B2.5 describe interrelationships within species, between species, and between species and their natural environment, and explain how these interrelationships sustain biodiversity</p> <p>B2.6 explain how invasive species reduce biodiversity in local environments</p> <p>B2.7 explain how climate change contributes to a loss of biodiversity, and describe the impact of this loss</p> <p>B2.8 describe the importance of biodiversity in supporting agriculture, including Indigenous agriculture around the world</p>
Drama	<i>Drama Games Improvisation Unit</i>	<p>B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places</p> <p>B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context</p>