

Subject/Focus	September	
<b>Reading</b>	<p><i>Reading Benchmarks</i>  <i>Shared Reading Texts</i>  <i>Reading Assessment</i>  <i>Scavenger Hunt</i></p>	<p>Grade 4/5 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>
<b>Writing</b>	<p><i>Planned: Letter to Future Self</i>  <i>Other Option: List Writing</i>  <i>Morning Quick Writes</i>  <i>(Complete Sentences, Punctuation, Capital Letters)</i>  <i>Adjectives</i></p>	<p>Grade 4/5 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                      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</p>
<b>Listening</b>	<p><i>Classroom Community Activities</i></p>	<p>Grade 4/5 A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations                      A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics                      Grade 4: 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                      Grade 5: 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>
<b>Speaking</b>	<p><i>Classroom Community Activities</i></p>	<p>Grade 4/5 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                      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 structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics</p>
<b>Science</b>	<p><i>Stem Skills &amp; Connections</i>  <i>Life Systems:</i>  <i>Grade 4: Habitats &amp; Communities</i>  <i>Grade 5: Human Health and Body Systems</i></p>	<p>Grade 4/5 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                      Grade 4: 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                      Grade 5: D2.4 describe ways in which the four forces of flight can be altered                      B2.2 describe the basic structure and function of vital organs in various systems in the human body                      B2.4 identify various diseases and medical disorders in humans and the organs and/or body system or systems that they affect                      B2.3 describe interrelationships between human body systems</p>
<b>Visual Arts</b>	<p><i>Self Portrait</i>  <i>Element of Line</i>  <i>Other option:</i>  <i>Locker Drawing</i></p>	<p>Grade 4/5: 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                      D1.3 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                      Grade 4: D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences                      Grade 5: D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</p>

Subject/Focus	October	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i></p>	<p>Grade 4/5 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,</p>
Writing	<p><i>Planned: Procedural Writing</i> <i>Unit: Scavenger Hunt</i> <i>Other Option: Riddle Writing</i> <i>Unit</i> <i>Morning Quick Writes</i> <i>(Plural “s”)</i> <i>Grammar: Imperative</i></p>	<p>Grade 4/5: Grade 4: 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 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</p>
Listening	<p><i>Scavenger Hunt</i> <i>Listening Games</i></p>	<p>Grade 4/5: 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                      Grade 4: 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                      Grade 5: 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>
Speaking	<p><i>Scavenger Hunt</i> <i>Speaking Games</i></p>	<p>Grade 4/5: 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                      B1.3 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                      B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience                      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                      Grade 4: 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                      Grade 5: 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</p>
Science	<p><i>Stem Skills &amp; Connections</i> <i>Life Systems:</i> <i>Grade 4: Habitats &amp; Communities</i> <i>Grade 5: Human Health and Body Systems</i></p>	<p>Grade 4/5 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                      Grade 4: 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                      Grade 5: B2.2 describe the basic structure and function of vital organs in various systems in the human body                      B2.4 identify various diseases and medical disorders in humans and the organs and/or body system or systems that they affect                      B2.3 describe interrelationships between human body systems</p>
Visual Arts	<p><i>Halloween Drawing</i> <i>Halloween Craft</i></p>	<p>Grade 4/5: 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                      D1.3 use elements of design in art works to communicate ideas, messages, and understandings                      Grade 4: D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences                      Grade 5: D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</p>
Drama	<p><i>Drama Games</i></p>	<p>Grade 4/5 B1.1 engage actively in drama exploration and role play,</p>

Subject/Focus	November	
<p><b>Reading</b></p>	<p><i>Reading Benchmarks Shared Reading Texts Reading Assessment Novel Study</i></p>	<p>Grade 4/5 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><b>Writing</b></p>	<p><i>Planned: Journal Writing Other Option: Recipe Writing Morning Quick Writes (Plural “s”, “ent” &amp; “x”)</i></p>	<p>Grade 4/5 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 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</p>
<p><b>Listening</b></p>	<p><i>Novel Study</i></p>	<p>Grade 5/6 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</p>
<p><b>Social Studies</b></p>	<p><i>Grade 4: Strand B: Political &amp; Physical Regions of Canada</i></p> <p><i>Grade 5: Strand B: The Role of Government and Responsible Citizenship</i></p>	<p>Grade 4: 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                      B3.4 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) 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                      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                      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                      B3.7 identify countries/regions with which Canada has a significant economic relationship and some of the reasons why close relationships developed with the Grade 5:                      B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/ territorial, and/or local significance                      B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance                      B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues                      B3.1 describe the major rights and responsibilities associated with citizenship in Canada                      B3.2 describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies and some of the services provided by each                      B3.3 describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada                      B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues                      B3.5 describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation                      B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply                      B3.7 describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues                      B3.8 explain why different groups may have different perspectives on specific social and environmental issues                      B3.9 describe some different ways in which citizens can take action to address social and environmental issues</p>
<p><b>Visual Arts</b></p>	<p><i>Remembrance Day Art</i></p>	<p>Grade 4/5: D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view                      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                      D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p>



Subject/Focus	December	
<p><b>Reading</b></p>	<p><i>Reading Benchmarks Shared Reading Texts Novel Study</i></p>	<p>Grade 4/5 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><b>Writing</b></p>	<p><i>Morning Quick Writes (Proper Grammar at the end of Pronouns)</i></p>	<p>Grade 4/5 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>
<p><b>Listening</b></p>	<p><i>Novel Study</i></p>	<p>Grade 4/5: 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</p>
<p><b>Speaking</b></p>	<p><i>Various Activities</i></p>	<p>Grade 4/5: 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><b>Social Studies</b></p>	<p><i>Grade 4: Strand B: Political &amp; Physical Regions of Canada</i></p> <p><i>Grade 5: Strand B: The Role of Government and Responsible Citizenship</i></p>	<p>Grade 4: 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</p> <p>Grade 5: B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues                      B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues                      B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues                      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 social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues                      B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats                      B3.5 describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation</p>
<p><b>Visual Arts</b></p>	<p><i>Holiday Craft</i></p>	<p>Grade 4/5 D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view                      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                      D1.3 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</p>

Subject/Focus	January	
<p><b>Reading</b></p>	<p><i>Reading Benchmarks Shared Reading Texts Comic Strips</i></p>	<p>Grade 4/5 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><b>Writing</b></p>	<p><i>Planned: Comic Strip Writing Unit Other option: Autobiography Writing Unit New Years Activity Morning Quick Writes (Proper Grammar at the end of Pronouns)</i></p>	<p>Grade 4/5 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</p>
<p><b>Listening</b></p>	<p><i>Classroom Rule Review Listening Game Comic Strips</i></p>	<p>Grade 4/5: 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</p>
<p><b>Speaking</b></p>	<p><i>Classroom Rule Review Group Challenge Mon souhait cette année Speaking Games</i></p>	<p>Grade 4/5: 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><b>Science</b></p>	<p><i>Stem Skills &amp; Connections Earth and Space Systems: Grade 4: Rocks, Minerals &amp; Geological Processes Grade 5: Conservation of Energy &amp; Resources</i></p>	<p>Grade 4/5 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 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 Grade 4: 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 Grade 5: E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life E2.5 identify renewable and non-renewable sources of energy E2.6 explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change</p>
<p><b>Visual Arts</b></p>	<p><i>Planned: Sculptures Other Option: Northern Lights</i></p>	<p>ELEMENTS OF DESIGN Grade 4: 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 Grade 5: colour:complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue Grade 4: D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art Grade 5: D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view 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><b>Reading</b></p>	<p><i>Reading Benchmarks Shared Reading Texts</i></p>	<p>Grade 4/5 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><b>Writing</b></p>	<p><i>Planned: Biography Other Option: Food Critique Morning Quick Writes (Sentence structure: ne... pas) Transition Words</i></p>	<p>Grade 4/5 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</p>
<p><b>Listening</b></p>	<p><i>Reader's Theatre</i></p>	<p>Grade 4/5 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</p>
<p><b>Speaking</b></p>	<p><i>Reader's Theatre</i></p>	<p>Grade 4/5 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</p>
<p><b>Science</b></p>	<p><i>Stem Skills &amp; Connections Earth and Space Systems: Grade 4: Rocks, Minerals &amp; Geological Processes Grade 5: Conservation of Energy &amp; Resources</i></p>	<p>Grade 4/5 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                      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                      Grade 4: <b>E1.1</b> analyse ways in which geological processes impact society and the environment                      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                      Grade 5: <b>E1.1</b> analyse long-term impacts of human uses of energy and natural resources, on society and the environment, including climate change, and suggest ways to mitigate these impacts                      E1.2 evaluate effects of various technologies on energy consumption, and describe ways in which individuals can use technology to reduce energy consumption                      E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life                      E2.2 demonstrate an understanding of the law of conservation of energy, including how energy cannot be created or destroyed but can only be transformed from one form to another                      E2.3 describe how energy is stored as potential energy and transformed in a given device or system                      E2.4 demonstrate an understanding that when energy is transformed from one form to another, some energy may dissipate into the environment in the form of heat, light, and/or sound energy                      E2.5 identify renewable and non-renewable sources of energy                      E2.6 explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change</p>
<p><b>Drama</b></p>	<p><i>Reader's Theatre</i></p>	<p>Grade 4/5: 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                      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                      B2.1express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works                      B2.3identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members                      B3.1describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities                      Grade 4: 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                      Grade 5: 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>



<h1>Subject/Focus</h1>	<h1>March</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts</i>	<p>Grade 4/5 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>Planned: Infographic Writing Unit Other Option: Rant Writing Morning Quick Writes (Sentence structure: ne... pas)</i>	<p>Grade 4/5 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>
<h2>Listening</h2>	<i>Infographic Leprechaun Traps</i>	<p>Grade 4/5: 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> <p>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</p>
<h2>Speaking</h2>	<i>Infographic Leprechaun Traps</i>	<p>Grade 4/5B1.1 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> <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>Social Studies</h2>	<i>Grade 4: Strand A: Early Societies to 1500 CE  Grade 5: Strand A: First Nations and Europeans in New France</i>	<p>Grade 4: 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</p> <p>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</p> <p>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</p> <p>A3.3 describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society</p> <p>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</p> <p>A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed</p> <p>Grade 5: A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited</p> <p>A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans</p> <p>A3.1 identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans</p> <p>A3.2 describe some significant interactions among First Nations before contact with Europeans</p> <p>A3.7 describe some significant effects of European conflicts on First Nations and on early Canada</p> <p>A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period</p>
<h2>Visual Arts</h2>	<i>Planned: Pointillism Optional: 3D Art</i>	<p>Grade 4/5: 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</p> <p>Grade 4: 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</p> <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>Grade 5: ELEMENTS OF DESIGN Students will develop understanding of all elements of design. •line: linear and curved hatching and crosshatching that add a sense of depth to shape and form; •colour:complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue)</p> <p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own anothers' points of view</p>

<h1>Subject/Focus</h1>	<h1>April</h1>	
<h2>Reading</h2>	<p><i>Reading Benchmarks Shared Reading Texts Figurative Language</i></p>	<p>Grade 4/5 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</p>
<h2>Writing</h2>	<p><i>Poetry Unit Figurative Language Morning Quick Writes (commas + et)</i></p>	<p>Grade 4/5: 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</p>
<h2>Listening</h2>	<p><i>Poetry</i></p>	<p>Grade 4/5: 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</p>
<h2>Speaking</h2>	<p><i>Poetry</i></p>	<p>Grade 4/5: 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 B1.3 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 Grade 4: 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 Grade 5: B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment</p>
<h2>Social Studies</h2>	<p><i>Grade 4: Strand A: Early Societies to 1500 CE</i></p> <p><i>Grade 5: Strand A: First Nations and Europeans in New France</i></p>	<p>Grade 4: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 Grade 5: A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada A1.3 explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada A2.1 formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans during this period, highlighting the perspectives of the different groups involved A2.6 communicate the results of their inquiries, using appropriate vocabulary A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans A3.4 identify significant offices and institutions in New France A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period A3.6 describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada, and identify some of the reasons for these differences</p>



Subject/Focus	<h1>May</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts Reading Assessment</i>	<p>Grade 4/5: 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>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</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>Planned: Movie Review Other Option: Persuasive Text Morning Quick Writes (Sentence structure: commas + et)</i>	<p>Grade 4/5: 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>
<h2>Listening</h2>	<i>Movie Review</i>	<p>Grade 4/5: A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand</p> <p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations</p> <p>A1.4 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the texts for their opinions, with teacher support as appropriate</p>
<h2>Science</h2>	<i>Stem Skills &amp; Connections  Matter and Energy: Grade 4: Light &amp; Sound  Grade 5: Properties of and Changes in Matter</i>	<p>Grade 4/5 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>Grade 4: C1.1 assess the impacts on society of devices that use the properties of light or sound, or both</p> <p>C1.2 assess the impacts on the environment of light energy and sound energy produced by various technologies, while taking different perspectives into account</p> <p>C2.1 identify a variety of natural and artificial light sources</p> <p>C2.2 distinguish between objects and living things that emit their own light and those that reflect light from other sources</p> <p>C2.3 describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected, and refracted</p> <p>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</p> <p>C2.5 explain how vibrations cause sound waves</p> <p>C2.6 describe how different objects and materials interact with light and sound energy</p> <p>C2.7 distinguish between sources of light that emit both light and heat and those that emit light but little heat</p> <p>C2.8 identify sensory organs and devices that make use of the properties of light and sound</p> <p>Grade 5: C1.1 assess the impacts on society and the environment of various processes used in the manufacture of common products</p> <p>C1.2 assess how the use of specific materials in the manufacture of common products affects the environment, and identify actions that society and individuals can take to mitigate negative impacts</p> <p>C2.1 describe matter as everything that has mass and occupies volume</p> <p>C2.2 identify the states of matter, and describe characteristics and properties of solids, liquids, and gases</p> <p>C2.3 describe changes of state of matter observed at home, in the community, or in the natural environment</p> <p>C2.4 describe physical changes in matter as changes of the state, volume, or form of the matter that do not result in the formation of a different substance</p> <p>C2.5 describe chemical changes in matter as changes that result in the formation of different substances, and identify signs that a chemical change has occurred</p> <p>C2.6 explain how changes of state can occur when matter absorbs or releases thermal energy</p> <p>C2.7 explain why specific physical properties of various solids, liquids, and gases make them useful for particular applications</p>
<h2>Visual Arts</h2>	<i>Title Page Art Mother's Day Craft</i>	<p>Grade 4/5: 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>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p>

Subject/Focus	<h1 style="text-align: center;">June</h1>	
<h2>Reading</h2>	<p><i>Reading Benchmarks Shared Reading Texts</i></p>	<p>Grade 4/5: 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</p>
<h2>Writing</h2>	<p><i>Glow Day Activities Morning Quick Writes (Review)</i></p>	<p>Grade 4/5: 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>
<h2>Listening</h2>	<p><i>Listening Games</i></p>	<p>Grade 4/5: 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>
<h2>Speaking</h2>	<p><i>Speaking Games</i></p>	<p>Grade 4/5: 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>
<h2>Science</h2>	<p><i>Stem Skills &amp; Connections Structures &amp; Mechanisms: Grade 4: Machines &amp; Their Mechanisms Grade 5: Forces Acting on Structures</i></p>	<p>Grade 4/5 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                      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</p> <p>Grade 4: 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</p> <p>Grade 5: D1.1 analyse the effects of forces from natural phenomena on structures in natural and built environments                      D1.2 assess various ways in which humans mitigate impacts of forces from natural phenomena on structures in urban, rural, and remote communities                      D2.1 identify internal forces acting on a structure, and describe their effects on the structure                      D2.2 identify external forces acting on a structure, and describe their effects on the structure                      D2.3 describe forces resulting from natural phenomena that can have severe consequences for human-built structures, and identify structural features and materials that can allow such structures to withstand these forces                      D2.4 describe ways in which physical characteristics of various animal and plant species help to protect them from potentially harmful effects of forces                      D2.5 describe ways in which protective equipment helps to protect humans from potentially harmful effects of forces</p>
<h2>Drama</h2>	<p><i>Drama Games Mime Unit</i></p>	<p>Grade 4: 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</p> <p>Grade 5: 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                      B1.3plan and shape the direction of the drama or role play by collaborating with others to develop ideas, 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                      B2.2explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works                      B3.1describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities                      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>