

**Core F.S.L. Class Program Outline/Long-Range Plans  
2016-2017  
Danforth Gardens P.S.**

Grade	Class
	Mlle Mitreska/Mme Kronick
4A	Mr. Saouda
4B	Mr. Sedore
5A/5B	Mr. Thomas/Mrs. Khidaroo
6B/6A	Ms. Bush/Mr. Malisani
7/8B/7/8A	Ms. Rose/Mr. Matthews
8C	Mrs. Valentine

**Elementary Core French Long Range Plans  
Grade 4**

Theme and timeline	Action-oriented Task	Authentic Situation	Learning Goal(s)	Big Idea - Curriculum Expectations [ALL units incorporate ALL expectations of the new French curriculum]
<b>All About Me</b>  (Sep-Oct)	The secretary calls the class because she doesn't have your registration form. You must speak with the secretary and give her all of your personal information, such as your address, phone number, age and birthday.	Speaking with the secretary to give her your personal information because she doesn't have it.	I am learning to give my name, age, telephone number and where I live and ask other people the same information.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- pronoun subjects</li> <li>- use of lower-case letters for the days of the week and the months of the year</li> </ul>
<b>Body Parts</b> (October and December)	-Present the monster they have created by rolling a die and adding X amount of arms, X amount of legs, etc based on what the die reads	Speaking with someone and being able to speak about their body parts and describe a pain if one exists and where	I can ask and answer simple questions and give short basic descriptions of body parts I can use vocabulary learned to interact when discussing topics that are important to me and	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- talk about body parts and where a pain may exist</li> <li>- new words from units of study</li> </ul>

			that pertain to my day-to-day life.	<ul style="list-style-type: none"> <li>- prepositions to indicate possession</li> <li>- agreement of definite and indefinite articles with nouns</li> </ul>
<b>My Class and me</b> (October – February)	« <b>Ma classe et moi</b> » Interview one or two of your peers to learn about their age, favourite subject, preferred colour, name and different ways they say “hello”.	Meet a new friend at school and learn some personal information.	I can state my likes and dislikes and I can give my name and age.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- questions with rising intonation and with <i>est-ce que</i></li> <li>- question words</li> </ul>
<b>Food</b> (Feb-May)	Learn about different food and the different foods that people eat all over the world.	Able to order food in a restaurant and/or take someone’s order in a restaurant.	I can ask and answer simple questions about my food order and my food preferences.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- words and expressions used to identify nouns</li> </ul>
<b>Nature</b> (May-June)	Learn the different animals and geographic characteristics to describe and create your own island.	Able to describe what is found on a tropical island. Use directional words to be precise about location.	I can ask and answer simple questions and give short basic descriptions of animals, geographic characteristics and location (N, S, E, W). I can use vocabulary learned to interact when discussing topics that are important to me and that pertain to my day-to-day life.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- verbs to indicate singular and plural</li> <li>- agreement of definite and indefinite articles with nouns</li> </ul>
<b>Animals</b> (If there is time)	« <b>Les animaux et nous</b> » You lost your pet. Call the police and give them a description of your lost pet. Respond to the questions from the police and don’t forget to give the police your name, phone number and address in case they find your lost pet.	Giving your personal information and describing your lost pet to the police.	I am learning to give my name, address and phone number and ask and answer simple questions.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- word banks of identical cognates</li> <li>- agreement of definite and indefinite articles with nouns</li> <li>- question words</li> </ul>

<b>Festivals</b> (if there is time)	« <b>Allons au festival !</b> » You have invited your best friend to your favourite festival. However, he/she wants to go to his/her favourite festival. Try to convince him/her why your festival is the better choice.	Convincing your best friend to go your favourite festival.	I can state my likes and dislikes and give short basic descriptions of events.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - new words from units of study - present tense of <i>être, avoir</i> and some regular <i>-er</i> verbs with a singular pronoun or noun subject
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## Elementary Core French Long Range Plans Grade 5

Theme	Action-oriented Task	Authentic Situation	Learning Goal(s)	Big Idea - Curriculum Expectations [ALL units incorporate ALL expectations of the new French curriculum]
<b>Review Slideshow unit</b> (September untill they are ready)	<b>Go through questions and answers about previously covered content and what they did over the summer</b>		<b>Review</b> -colours, likes/dislikes, school supplies, feelings, school subjects, numbers, family, pass-times, school rooms, directions	<b>About me and my summer</b>
<b>All About Me</b> (Sep-Oct)	The secretary calls the class because she doesn't have your registration form. You must speak with the secretary and give her all of your personal information, such as your address, phone number, age and birthday.	Speaking with the secretary to give her your personal information because she doesn't have it.	I am learning to give my name, age, telephone number and where I live and ask other people the same information.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - new words from units of study - pronoun subjects - use of lower-case letters for the days of the week and the months of the year
<b>Body Parts</b> (October and December)	-Present the robot they have designed and built	Speaking with someone and being able to speak themselves and others body parts	I can ask and answer simple questions and give short basic descriptions of body	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary

		and being polite.	parts and manners I can use vocabulary learned to interact when discussing topics that are important to me and that pertain to my day-to-day life.	- talk about body parts and where a pain may exist - new words from units of study - prepositions to indicate possession - agreement of definite and indefinite articles with nouns
<b>Segue into My Class and me</b> (October – February)	« <b>Ma classe et moi</b> » Interview one or two of your peers to learn about their age, favourite subject, preferred colour, name and different ways they say “hello”.	Meet a new friend at school and learn some personal information.	I can state my likes and dislikes and I can give my name and age.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - new words from units of study - questions with rising intonation and with <i>est-ce que</i> - question words
<b>Healthy living and budgeting</b> (Feb-May)	Learn about different food groups and how to make healthy choices on a budget	Able to order healthy food in a restaurant and count your money	I can ask and answer simple questions about my food order and my food preferences.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - new words from units of study - words and expressions used to identify nouns
<b>Cultural Traditions</b> (May-June)	« <b>Le Canada, c’est multiculturel !</b> » You and your friend start talking about your cultural traditions. After your discussions, you both decide to throw a party for your class that incorporates the best of both cultures. There are 30 people in the class, you are only able to spend \$100 and the party will last for 2 hours.	Describing cultural traditions.	I can give short basic descriptions of events and personal experiences.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences - agreement, in gender and number, of regular adjectives with nouns - question words
<b>Animals slideshow</b> (June)	You really want to have your own pet. Talk with the owner of the pet store about the characteristics of ideal pets to adopt. Select and describe three of these pets to your	Discussing why you should adopt a pet.	I can state a list of items and ask and answer simple questions.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study

	parents and discuss why you would be the best person to adopt and have your own pet.			<ul style="list-style-type: none"> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> </ul>
<b>You &amp; Me</b> (if there is time)	<p>« <b>La grande aventure de Samuel</b> »</p> <p>You have been selected to appear on YTV as an interviewer or interviewee. As the interviewer, ask about his/her preferences, birthday, family origins, etc., making contrasts and comparisons to yourself along the way. Make your interview very appealing to the viewers!</p>	Interviewing a student in the class to make personal comparisons.	I can ask and answer simple questions and describe myself and my interests in a simple way.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- pronoun subjects</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> <li>- negative <i>ne ... pas</i> in a simple sentence and contracted if necessary</li> </ul>
<b>Pastimes and Preferences</b> (if there is time)	<p>« <b>Ah oui ! J'aime ça !</b> »</p> <p>You and two friends are spending the weekend together at the cottage. Your parents have only given the two of you one small duffle bag for pastime activities. Decide and make detailed plans about what you will do given your varied interests.</p>	Describing personal pastimes and preferences.	I can state my likes and dislikes and give short basic descriptions of events.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> </ul>
<b>Family</b> (if there is time)	<p>« <b>Ma famille et moi</b> »</p> <p>Your cousin is lost at the mall. The P.A. system is broken. Respond to the mall cop's questions and provide a good description of him/her and his/her interests. He/she will draw a portrait of your cousin based on your detailed description.</p>	Providing a detailed description of a family member.	I can briefly describe the members of my family and ask and answer simple questions.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> <li>- question words</li> </ul>
<b>Animals</b> (if there is time)	<p>« <b>Les animaux : mythes et réalités</b> »</p> <p>Your class is on a field trip at the Toronto Zoo. While showing your class the animals, a zookeeper</p>	Justifying opinions about animals.	I can state my likes and dislikes and give short, basic descriptions.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> </ul>

	expressed some opinions about the animals at the zoo. You don't agree with everything. You get into a heated discussion with the zookeeper, as the two of you justify your own opinions.			- basic vocabulary - agreement, in gender and number, of regular adjectives with nouns

## Elementary Core French Long Range Plans Grade 6

Theme	Action-oriented Task	Authentic Situation	Learning Goal(s)	Big Idea - Curriculum Expectations [ALL units incorporate ALL expectations of the new French curriculum]
<b>Review Slideshow unit</b> (September until I feel they are ready)	<b>Go through slideshow with questions and answers about previously covered content and what they did over the summer</b>		<b>Review</b> -colours, likes/dislikes, school supplies, feelings, school subjects, numbers, family, pass-times, school rooms, directions	<b>About me and my summer</b>

<p><b>All About Me</b></p> <p>(Sep- Oct)</p>	<p>The secretary calls the class because she doesn't have your registration form. You must speak with the secretary and give her all of your personal information, such as your address, phone number, age and birthday.</p>	<p>Speaking with the secretary to give her your personal information because she doesn't have it.</p>	<p>I am learning to give my name, age, telephone number and where I live and ask other people the same information.</p>	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- pronoun subjects</li> <li>- use of lower-case letters for the days of the week and the months of the year</li> </ul>
<p><b>Remembrance Day</b></p> <p>(October and December)</p>	<p><b>Interview with a veteran</b></p>	<p>We are hosting a war veteran and we want to prepare ourselves and ask questions and understand answers about the war.</p>	<p>I can ask and answer simple questions and give short basic descriptions of events. I can use vocabulary learned to interact when discussing topics that are important.</p>	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- talk about likes and dislikes</li> <li>- describe remembrance day traditions</li> <li>- look at how those holidays are celebrated in French speaking regions</li> <li>- new words from units of study</li> <li>- prepositions to indicate possession</li> <li>- agreement of definite and indefinite articles with nouns</li> </ul>
<p><b>School Rooms</b></p> <p>(October-December)</p>	<p>« <b>Suivez-moi !</b> » A new student has arrived in your class. He/She has questions about where various rooms are located in the school, such as the washrooms, office, library, etc. Respond to his/her questions and give them directions on how to find the rooms that meet his/her needs.</p>	<p>Helping a new student find his/her way around the school.</p>	<p>I can ask and answer simple questions and ask for and give simple directions.</p>	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- words and expressions used to identify nouns</li> <li>- prepositions of place</li> </ul>
<p><b>Cultural Festival</b></p> <p>(Jan- Mar)</p>	<p>« <b>Allons au festival !</b> » You have invited your best friend to your favourite festival. However, he/she wants to go to a French festival. Try to convince him/her why your festival is the better choice.</p>	<p>Convincing your best friend to go your favourite festival.</p>	<p>I can state my likes and dislikes and give short basic descriptions of events. I can speak about French cultural festivals.</p>	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- present tense of <i>être, avoir</i> and</li> </ul>

				some regular –er verbs with a singular pronoun or noun subject
<b>Environmental studies</b> (Mar-Apr)	Plan your own ecological initiative to run at your school.	Convincing the school that it is good to be eco-friendly	I can state the importance of the environment and how we can respect it.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- present and future tense of <i>être</i>, <i>avoir</i> and some regular –er verbs with a singular pronoun or noun subject</li> </ul>
<b>Importance of money and how to acquire it</b> (May-Jun)	Understand why people need money and how having a job helps	Present at our class TED talk to convince classmates that your method is the best way to make money and be successful	I can explain why money is important and my plan to acquire money	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- present and future tense of <i>être</i>, <i>avoir</i> and some regular –er verbs with a singular pronoun or noun subject</li> </ul>
<b>Animals slideshow</b> (June )	You really want to have your own pet. Talk with the owner of the pet store about the characteristics of ideal pets to adopt. Select and describe three of these pets to your parents and discuss why you would be the best person to adopt and have your own pet.	Discussing why you should adopt a pet.	I can state a list of items and ask and answer simple questions.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> </ul>
<b>You &amp; Me</b> (if there is time)	« <b>La grande aventure de Samuel</b> » You have been selected to appear on YTV as an interviewer or interviewee. As the interviewer, ask about his/her preferences, birthday, family origins, etc., making contrasts and comparisons to yourself along the way. Make your interview very appealing	Interviewing a student in the class to make personal comparisons.	I can ask and answer simple questions and describe myself and my interests in a simple way.	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- pronoun subjects</li> <li>- agreement, in</li> </ul>



	to the viewers!			gender and number, of regular adjectives with nouns - negative <i>ne ... pas</i> in a simple sentence and contracted if necessary
<b>Pastimes and Preferences</b> (if there is time)	« <b>Ah oui ! J'aime ça !</b> » You and two friends are spending the weekend together at the cottage. Your parents have only given the two of you one small duffle bag for pastime activities. Decide and make detailed plans about what you will do given your varied interests.	Describing personal pastimes and preferences.	I can state my likes and dislikes and give short basic descriptions of events.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences
<b>Family</b> (if there is time)	« <b>Ma famille et moi</b> » Your cousin is lost at the mall. The P.A. system is broken. Respond to the mall cop's questions and provide a good description of him/her and his/her interests. He/she will draw a portrait of your cousin based on your detailed description.	Providing a detailed description of a family member.	I can briefly describe the members of my family and ask and answer simple questions.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - agreement, in gender and number, of regular adjectives with nouns - question words
<b>Animals</b> (if there is time)	« <b>Les animaux : mythes et réalités</b> » Your class is on a field trip at the Toronto Zoo. While showing your class the animals, a zookeeper expressed some opinions about the animals at the zoo. You don't agree with everything. You get into a heated discussion with the zookeeper, as the two of you justify your own opinions.	Justifying opinions about animals.	I can state my likes and dislikes and give short, basic descriptions.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - agreement, in gender and number, of regular adjectives with nouns
<b>Cultural Traditions</b> (if there is time)	« <b>Le Canada, c'est multiculturel !</b> » You and your friend start talking about your cultural traditions. After your discussions, you both decide to throw a party for your class that incorporates the best of both cultures. There are 30 people in the class, you are only able to spend \$100 and	Describing cultural traditions.	I can give short basic descriptions of events and personal experiences.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences - agreement, in gender and

	the party will last for 2 hours.			number, of regular adjectives with nouns - question words
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## Elementary Core French Long Range Plans Grade 7/8

Theme	Action-oriented Task	Authentic Situation	Big Idea - Curriculum Expectations [ALL units incorporate ALL expectations of the new French curriculum]
<b>Review (September until they are ready)</b>	<b>Go through slideshow with questions and answers about previously covered content and what they did over the summer</b>		<b>About me and my summer</b>
<b>All About Me (Sep-Oct)</b>	Speaking with the secretary to give her your personal information because she doesn't have it	The secretary calls the class because she doesn't have your registration form. You must speak with the secretary and give her all of your personal information, such as your address, phone number, age and birthday.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- pronoun subjects</li> <li>- use of lower-case letters for the days of the week and the months of the year</li> </ul>
<b>Remembrance Day (Oct-Nov)</b>	Interview with a veteran	We are hosting a war veteran and need to be able to ask questions and understand answers.	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- talk about likes and dislikes</li> <li>- describe remembrance day traditions</li> <li>- look at how those holidays are celebrated in French speaking regions</li> <li>- new words from units of study</li> <li>- prepositions to indicate possession</li> <li>- agreement of definite and indefinite articles with nouns</li> </ul>

<p><b>Cultural Festivals (Nov-Jan)</b></p>	<p>« <b>Allons au festival !</b> »          You have invited your best friend to your favorite festival. However, he/she wants to go to his/her French festival. Try to convince him/her why your festival is the better choice.</p>	<p>Convincing your best friend to go your favorite festival.</p>	<ul style="list-style-type: none"> <li>- talk about familiar topics, using very simple phrases and sentences</li> <li>- basic vocabulary</li> <li>- new words from units of study</li> <li>- present tense of <i>être, avoir</i> and some regular <i>-er</i> verbs with a singular pronoun or noun subject</li> </ul>
<p><b>Allez Roulez! (Jan-Mar)</b></p>	<p>You have been awarded the chance to design your own mode of transportation (car, truck, scooter, etc)</p>	<p>You will present your dream vehicle to the sponsors.</p>	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- pronoun subjects</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> <li>- negative <i>ne ... pas</i> in a simple sentence and contracted if necessary</li> </ul>
<p><b>Cultural Traditions (Mar-June)</b></p>	<p>« <b>Le Canada, c'est multiculturel !</b> »          You and your friend start talking about your cultural traditions. After your discussions, you both decide to throw a party for your class that incorporates the best of both cultures. There are 30 people in the class, you are only able to spend \$100 and the party will last for 2 hours.</p>	<p>I can give short basic descriptions of events and personal experiences.</p>	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to show preferences</li> <li>- pronoun subjects</li> <li>- agreement, in gender and number, of regular adjectives with nouns</li> <li>- negative <i>ne ... pas</i> in a simple sentence and contracted if necessary</li> </ul>
<p><b>Adopt a pet (if there is time)</b></p>	<p>You really want to have your own pet. Talk with the owner of the pet store about the characteristics of ideal pets to adopt. Select and describe three of these pets to your parents and discuss why you would be the best person to adopt and have your own pet.</p>	<p>Discussing why you should adopt a pet.</p>	<ul style="list-style-type: none"> <li>- listen to and talk about short, simple oral texts dealing with familiar topics</li> <li>- new words from units under study</li> <li>- basic vocabulary</li> <li>- direct infinitive to</li> </ul>

			show preferences - agreement, in gender and number, of regular adjectives with nouns
<b>Preferences and pastimes (if there is time)</b>	« Ah oui ! J'aime ça ! » You and two friends are spending the weekend together at the cottage. Your parents have only given the two of you one small duffle bag for pastime activities. Decide and make detailed plans about what you will do given your varied interests.	Describing personal pastimes and preferences.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences
<b>Family (if there is time)</b>	« Ma famille et moi » Your cousin is lost at the mall. The P.A. system is broken. Respond to the mall cop's questions and provide a good description of him/her and his/her interests. He/she will draw a portrait of your cousin based on your detailed description.	I can briefly describe the members of my family and ask and answer simple questions.	
<b>Animals (if there is time)</b>	« Les animaux : mythes et réalités » Your class is on a field trip at the Toronto Zoo. While showing your class the animals, a zookeeper expressed some opinions about the animals at the zoo. You don't agree with everything. You get into a heated discussion with the zookeeper, as the two of you justify your own opinions.	I can state my likes and dislikes and give short, basic descriptions.	

## Elementary Core French Long Range Plans Grade 8

<b>Theme</b>	<b>Action-oriented Task</b>	<b>Authentic Situation</b>	<b>Learning Goal(s)</b>	<b>Big Idea - Curriculum Expectations [ALL units incorporate ALL expectations of the new French curriculum]</b>
<b>Review (September until they are ready)</b>	<b>Go through slideshow with questions and answers about previously covered content and what they did over the summer</b>		<b>About me and my summer</b>	<b>Review (September until they are ready)</b>
<b>All About Me (Sep-Oct)</b>	Speaking with the secretary to give her your personal information because she	The secretary calls the class because she doesn't have your	I can talk about myself and give pertinent	talk about familiar topics, using very simple phrases

	doesn't have it	registration form. You must speak with the secretary and give her all of your personal information, such as your address, phone number, age and birthday.	information about my address, phone number, etc.	and sentences - basic vocabulary - new words from units of study - pronoun subjects - use of lower-case letters for the days of the week and the months of the year
<b>Remembrance Day (Oct-Nov)</b>	Interview with a veteran	We are hosting a war veteran and need to be able to ask questions and understand answers.	I can ask simple questions about remembrance day and understand answers.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - talk about likes and dislikes - describe remembrance day traditions - look at how those holidays are celebrated in French speaking regions - new words from units of study - prepositions to indicate possession - agreement of definite and indefinite articles with nouns
<b>Cultural Festivals (Nov-Jan)</b>	« Allons au festival ! » You have invited your best friend to your favorite festival. However, he/she wants to go to his/her French festival. Try to convince him/her why your festival is the better choice.	Convincing your best friend to go your favorite festival.	I can use vocabulary to do with money and culture to plan and convince someone my festival is the best.	- talk about familiar topics, using very simple phrases and sentences - basic vocabulary - new words from units of study - present tense of <i>être</i> , <i>avoir</i> and some regular <i>-er</i> verbs with a singular pronoun or noun subject
<b>Sustainable building (Jan-Mar)</b>	You have been hired to design a sustainable building in the community	You will present your building and convince the sponsors your building meets all their requirements	I can talk about sustainability and its importance	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences - pronoun subjects - agreement, in

				gender and number, of regular adjectives with nouns - negative <i>ne ... pas</i> in a simple sentence and contracted if necessary
<b>Cultural Traditions</b> (Mar-June)	« <b>Le Canada, c'est multiculturel !</b> » You and your friend start talking about your cultural traditions. After your discussions, you both decide to throw a party for your class that incorporates the best of both cultures. There are 30 people in the class, you are only able to spend \$100 and the party will last for 2 hours.	Plan a party that is inclusive of your classmates' cultures.	I can give short basic descriptions of events and personal experiences.	- listen to and talk about short, simple oral texts dealing with familiar topics - new words from units under study - basic vocabulary - direct infinitive to show preferences - pronoun subjects - agreement, in gender and number, of regular adjectives with nouns - negative <i>ne ... pas</i> in a simple sentence and contracted if necessary

#### **Ontario Core FSL Curriculum Expectations – Grade 4**

**Listening** - determine meaning in a variety of oral French texts, using a range of listening strategies; and interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences

**Speaking** - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; and participate in spoken interactions in French for a variety of purposes and with diverse audiences

**Reading** - determine meaning in a variety of French texts, using a range of reading comprehension strategies; and identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms

**Writing** - write French texts for different purposes and audiences, using a variety of forms; write French texts for different purposes and audiences, using a variety of forms

**Intercultural Understanding** - in each of the above 4 strands students will demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities

#### **Ontario Core FSL Curriculum Expectations – Grade 5**

**Listening** - determine meaning in a variety of oral French texts, using a range of

listening strategies; and interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences

**Speaking** - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; and participate in spoken interactions in French for a variety of purposes and with diverse audiences

**Reading** -determine meaning in a variety of French texts, using a range of reading comprehension strategies; and identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms

**Writing** -write French texts for different purposes and audiences, using a variety of forms; write French texts for different purposes and audiences, using a variety of forms

**Intercultural Understanding** - in each of the above 4 strands students will demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities

#### **Ontario Core FSL Curriculum Expectations – Grade 6**

**Listening** - determine meaning in a variety of oral French texts, using a range of listening strategies; and interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences

**Speaking** - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; and participate in spoken interactions in French for a variety of purposes and with diverse audiences

**Reading** -determine meaning in a variety of French texts, using a range of reading comprehension strategies; and identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms

**Writing** -write French texts for different purposes and audiences, using a variety of forms; write French texts for different purposes and audiences, using a variety of forms

**Intercultural Understanding** - in each of the above 4 strands students will demonstrate aspects of culture in diverse French-speaking communities in **eastern, western, and northern Canada**, and of the appropriate use of French sociolinguistic conventions in a variety of situations, when **listening**, through **spoken communications**, in **reading**, and **in their written work**

#### **Ontario Core FSL Curriculum Expectations – Grade 7**

**Listening** - determine meaning in a variety of oral French texts, using a range of listening strategies; and interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences

**Speaking** - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; and participate in spoken interactions in French for a variety of purposes and

with diverse audiences

**Reading** -determine meaning in a variety of French texts, using a range of reading comprehension strategies- identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms

**Writing** - write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for Grade 7

**Intercultural Understanding** - in each of the above 4 strands students will demonstrate aspects of culture in diverse French-speaking communities in **the Americas (excluding Canada)**, and of the appropriate use of French sociolinguistic conventions in a variety of situations, when **listening**, through **spoken communications**, in **reading**, and **in their written work**

### **Ontario Core FSL Curriculum Expectations – Grade 8**

**Listening** - determine meaning in a variety of oral French texts, using a range of listening strategies; and interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences

**Speaking** - communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience; and participate in spoken interactions in French for a variety of purposes and with diverse audiences

**Reading** - determine meaning in a variety of French texts, using a range of reading comprehension strategies; and identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms

**Writing** - write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for Grade 8

**Intercultural Understanding** - in each of the above 4 strands students will demonstrate aspects of culture in diverse French-speaking communities in **Europe** and of the appropriate use of French sociolinguistic conventions in a variety of situations, when **listening**, through **spoken communications**, in **reading**, and **in their written work**