

**Grade 7 Extended French including Visual Arts and Drama**  
**Vanessa Charlesworth**  
**Glenview Senior Public School**  
**2018-2019**

**Welcome to Extended French**

The homeroom components of the Extended French program are: French Language, Visual Arts and Drama. These subjects are taught by Madame Charlesworth in room 213. Daily Physical Education (D.P.A) is also incorporated into this program. Details of all programs are outlined in the Ministry of Education curriculum documents.

Students in this program are working at an accelerated pace. They need to gain significant oral and written proficiency in Grade 7 so that by Grade 8, they are able to make an informed decision regarding High School placement. Students who continue the program in High School will graduate with a bilingual certificate.

The French program is divided into four strands: listening, speaking, reading and writing. Students are expected to attempt to speak French in the classroom at all times. Please encourage your child to read aloud at home and speak in French to friends and family members if possible.

Students will also read a variety of short stories, poems and novels. The school library is well stocked with French resources at all levels and interests and students are encouraged to read in French as often as possible. If you have studied French, please act as a resource for your child but do not be tempted to correct written assignments. I need to see rough work and first drafts as they are an important part of the writing and evaluation process.

Drama and Visual Arts are incorporated into the Language Arts program. The poems and stories which we study together become the foundation for dramatization and movement. The Visual Arts program allows students to produce multimedia art works which complement and illustrate units studied in French.

**Texts and Resources**

A wide variety of books, magazines and on line resources are used to support the Extended French program. This is a very general list and is subject to change from year to year.

- On y va! 2
- Littéracie en Action
- S.O.S. enfants du monde
- Réunion à Québec
- Duolingo
- Magazines: J'aime lire
- The Ontario Curriculum French as a Second Language 2013

**Books and Binders**

Students need one binder for the Extended French, homeroom program. Binders should be organized and divided into three sections for Grammar and Vocabulary, Class work, and the Arts. There is no designated French textbook but it is essential that your child has access to an English/French dictionary at home as an on line or paper resource. Students will be expected to keep binders neat and tidy. Please check your child's binder on a regular basis to ensure pages are not falling out. If pages do not appear to be in any particular order or if your child cannot explain the information in the binder, something is probably missing!

**The year at a glance!**  
(Please note this is subject to change)

**TERM 1: SEPTEMBER – JANUARY**

**September – January:** Students learn the vocabulary and language structures needed to describe themselves, their likes and dislikes, family and friends. These descriptions are evaluated as oral presentations, dialogues and written assignments. Students practice useful classroom vocabulary and learn to ask and answer simple questions. We read descriptions of people and begin to expand our vocabulary to create new characters. To coincide with Halloween, students use these vocabulary and language structures to create and describe an imaginary creature or monster.

In the second part of the term, students enrich their vocabulary with written and oral descriptions of nature and the environment. The term ends with a poetry study which enables students to combine Visual Arts and reading strategies. Students are asked to visualize their understanding of poetry as well as adapt and rewrite poems following the style and "voice" of the poet.

In **Visual Arts**, students apply the creative process to produce art works using the elements and principles of art. Students communicate feelings and ideas through their art and learn to analyze and critique their work. Projects will include studies of colour, landscape and texture, positive and negative space, shape, line, unity and harmony. Several projects will have cross-curricular connections related to Language Arts.

**TERM 2: FEBRUARY – JUNE**

**February – June:** Students read a variety of narratives and begin to write their own stories. In combination with Drama expectations, they also learn to transform a narrative text in to dialogue. Throughout this term, students are evaluated on their effort and ability to speak French on a daily basis in the classroom. There is a greater emphasis on spontaneous, independent oral skills and students are asked to reflect on their accomplishments in dialogue with the teacher and their peers. Students continue to read a variety of fiction and non-fiction texts and use more complex reading strategies such as prediction, comparison and inference. They demonstrate understanding through discussion, comprehension activities and dramatic interpretation. We will also connect our units and Learning Goals to Global Competencies and explore how the French Language program develops skills such as Communication, Collaboration, Global Citizenship and Critical Thinking.

In **Drama**, students apply the creative process to interpret a variety of different stories from the Language program. Students use role, relationship, time, tension and focus to present skits, shorts plays and tableaux in improvised and rehearsed performances. Texts used in the French program will inspire performance and help students to make connections in a variety of creative ways. Students will also develop an intercultural awareness of French outside of Canada as we read, interpret and perform an adaptation of the Acadian story depicted in the Wordsworth poem, "Evangeline". This connects to the History program and allows for more cross-curricular study.

**Homework**

At the beginning of the year, students are working rapidly to gain enough confidence and vocabulary to function in a French environment. Homework at this time consists mostly of daily review of vocabulary and basic language structures. From November onwards, homework consists primarily of class work completion or planning, research and preparation of presentations and culminating tasks. Assignments are rarely due on a day to day basis and therefore, students have time to plan, organize and edit their work. If your child is absent, a buddy should pick up work sheets and assignment instructions. At the end of most days, extra copies and remedial assistance are available in room 213.

### **Assessment and Evaluation**

In accordance with The Ontario Curriculum French as a Second Language Extended French Grades 4-8, students will be evaluated on their ability to meet overall expectations in four strands: Listening, Speaking, Reading and Writing.

Listening:

- Listening to Understand
- Listening to Interact

Speaking:

- Speaking to Communicate
- Speaking to Interact

Reading:

- Reading Comprehension
- Purpose, Form, and Style

Writing:

- Purpose, Audience, and Form
- The Writing Process

All strands include a study and appreciation of Intercultural Awareness and Diversity

Students are given the opportunity to meet curriculum expectations in many different ways according to the guidelines in Growing Success. Units of study begin with simple activities and build to a larger, culminating task. Students are introduced to a new topic with examples, discussion or brain storming. At the beginning of each unit, the learning expectations from the curriculum document are discussed and posted in the classroom for ongoing reference and clarification. Students then work through a series of rough drafts and practice exercises as they perfect their skills and improve their understanding. Feedback is provided to the whole class or to the group or individual as needed. At this point quizzes and short assignments are completed and submitted for evaluation. The culminating task is accompanied by a detailed rubric based on the curriculum document and criteria developed in the classroom. Students are given the rubric in advance and we discuss the requirements needed to achieve levels 3 and 4. Students achieving a level 4 will have made the effort to go beyond the expectations by adding more detail or by approaching the assignment from a new or unique perspective.

### **Agenda use and Google Classroom**

Glenview encourages students to develop their organizational skills. Students must bring their agendas to every class and record all tasks including homework assignments, test and presentation dates, extracurricular activities and any other important school details. Please take time to check your child's agenda at least once a week and look for assignment details as well as notes from teachers. Staff at Glenview will often use the agenda to let you know if assignments or homework activities have not been completed. I will also be communicating through Google Classroom. Students and parents will be able to use this site to check the details and expectations for review and major assignments

### **Questions and Concerns**

**It is possible that you child will find components of this curriculum challenging from time to time. If you are concerned, please write a note in the agenda or contact me by telephone at 416 393 9390 or by email.**

**I hope this information has been helpful.  
I look forward to a successful and rewarding year**