

8ième Année -École John McCrae Curriculum Newsletter

Subject	Curriculum Expectations	Teaching Strategies	Assessments
French	<p>Students will listen and respond to a wide range of spoken texts and media works.</p> <p>Students will express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation following CEFR guidelines.</p> <p>Students will read a variety of fiction and non-fiction texts and demonstrate understanding while learning to express their own personal reactions through a variety of oral and written responses, both structured and open ended.</p> <p>Students will produce clear written texts, using a variety of forms, for various purposes and in a range of contexts</p> <p>Students will identify and use appropriate language conventions [ie: review the <i>passé composé</i> and <i>imparfait</i> tense with a focus on differentiating between the two] during oral communication activities, in their responses to reading materials, and in their written work.</p>	<p>Provide a variety of media to expose students to various accents, sentence structures and enriched vocabulary following CEFR guidelines.</p> <p>Model and practise how to infer understanding of unfamiliar words based on context clues.</p> <p>Develop and enrich vocabulary through understanding and use of dictionary for new words within a given context</p> <p>Engage students in whole-class, small group and one-to-one discussions relating to a variety of topics (ie: current events, what students are reading, simple daily goings-on) based on CEFR guidelines.</p> <p>Provide a variety of opportunities for reading (ie: free choice reading - any type of book, novel study, non-fiction articles/texts, literature circles); reading opportunities may be independent or aloud with a partner, encouraging improved pronunciation and intonation.</p> <p>Model and practise how to formulate complete reading responses, using evidence from the text and connections to personal experiences in order to support answers.</p> <p>Creative writing tasks - in addition to prescribed writing tasks - to allow students more freedom in the writing tasks they are engaging in.</p> <p>Model and practise effective preliminary work as guided by the writing process outlined in class and repeated in lessons (ie: brainstorming and mind-mapping) and editing skills.</p> <p>Model and practise new and familiar grammatical and language structures in oral, reading and/or written context based on CEFR guidelines.</p> <p>Cross curricular connections through online resources and discussion of current events.</p>	<p>Rubrics and/or checklists to provide students with the criteria required to ensure their success - this may be applied to :</p> <ul style="list-style-type: none"> - written or oral responses to various media; - individual or group presentations, focusing on content as well as delivery; - written texts (prescribed or free choice) <p>Periodical Word Study assessment: students will demonstrate a full understanding of new vocabulary and apply it in new contexts.</p> <p>Novel Studies and/or Literature Circles: Students take ownership of their reading by having a voice and a choice in the material of study; they have the opportunity to show their understanding on various aspects/ elements of the text in many different formats</p> <p>Conferencing and descriptive Feedback : Particularly Writer's Workshop tasks (students scaffold grammatical and language structures in their individual writing, through peer-editing, teacher-guided editing and conferencing) and Novel/Literature Circle tasks (students demonstrate various aspects of their individual understanding relating to a variety of themes and/or elements of fiction/non-fiction).</p> <p>Tests/quizzes: students can self-monitor their areas of need in grammar in order to improve their writing.)</p>
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History	<p>Students will describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the</p>	<p>Whole-class, small group, one-to-one and independent examination of information in the <i>Le Canada 8: L'Édification d'une Nation</i> in order to develop the ability to identify</p>	<p>Individual and/or group projects and performance tasks (rubric and/or checklist based): Through various media, students demonstrate their understanding by creating and exhibiting their</p>

	<p>Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation.</p> <p>Students will outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia and Yukon and describe the effects of development on various groups of people in the region from a variety of perspectives.</p> <p>Inquiry based learning: Students will describe key characteristics of Canada between 1885 and 1914, including social, and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures.</p>	<p>key information in a non-fiction text.</p> <p>Model use of a variety of resources and tools (print, technological and multi-media) to gather, process, and communicate information.</p> <p>Use knowledge of familiar vocabulary to increase the use and understanding of content specific terms</p> <p>Use other media (ie: video, newspaper) to help connect past events to current ones. (ie: What happened then shaped our current norms and systems).</p> <p>Cross-curricular novel study, where applicable. (ex. Mon Ami Frédérique, La chanson d'Hannah, Le garçon en pyjama rayé etc)</p>	<p>work surrounding a particular event, person of interest, or issues of the era.</p> <p>Tests and quizzes (with practice on how to use their learning styles to study for tests effectively and efficiently): students demonstrate their understanding and explain their reasoning on various historical points and/or issues.</p> <p>Conferencing and descriptive feedback: Students have the opportunity to harness strengths and identify areas of improvement through regular “check-ins” with the teacher.</p>
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Geography	<p>Inquiry based learning: Students will identify and explain patterns in Human Geography (ie: population characteristics, population distribution, settlement patterns and urbanization) and describe how human activities are affected by these patterns.</p> <p>Students will demonstrate an understanding of economic systems and the factors that influence them.</p>	<p>Whole-class, small group, one-to-one and independent examination of information in the <i>À la découverte de notre monde: Explorations Humaines 8</i> making cross-curricular links to French, Math and Science through discussion, observation and extension of main ideas presented within the text.</p> <p>Model use of a variety of resources and tools (print, technological and multi-media) to gather,</p>	<p>Individual and/or group projects and performance tasks (rubric and/or checklist based): Through various media, students demonstrate their understanding by creating and exhibiting their work surrounding a particular event or issue as it relates to our daily interaction with the world around us.</p> <p>Tests and quizzes (with practice on how to use their learning styles to study for tests effectively and efficiently): students demonstrate their understanding and explain their reasoning on various</p>

	<p>Students will describe the economic relationship between Canada and the global community (ie: with respect to harvesting resources, manufacturing goods and the provision of services worldwide).</p>	<p>process, and communicate information.</p> <p>Use knowledge of familiar vocabulary to increase the use and understanding of content specific terms.</p> <p>Use other media (ie: video, newspaper) to help connect past events to current ones. (Ie: How the urban and rural populations are affected by new and continuously advancing technology).</p> <p>Cross-curricular connections, where applicable (ex. Reading current events articles "<u>Monde en Marche</u>")</p>	<p>geographical concerns, including current events.</p> <p>Conferencing and descriptive feedback: Students have the opportunity to harness strengths and identify areas of improvement through regular "check-ins" with the teacher.</p>
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Drama	<p>Students will:</p> <p>practice improvisation to become comfortable in front of an audience and develop skills such as, using facial and corporeal gestures, using a loud voice, thinking creatively, and including others</p> <p>study elements of film such as acting skills (mime, readers theatre), costumes, and video editing and produce a video within a group</p> <p>reflect on various drama elements, presentations and performances by critiquing and noting useful strategies</p>	<p>modelling through video clips</p> <p>practice in pairs and groups</p> <p>develop success criteria</p> <p>teacher and peer feedback</p> <p>scaffolding concepts before performance tasks</p>	<p>performance tasks</p> <p>reflections</p>

For more Information on the CEFR please visit
<https://on.cpf.ca/resources/for-parents/cefr-and-delf/>

Level	Listening	Reading	Speaking	Writing
C2	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed	Can understand a wide range of long and complex texts	Has a good command of idiomatic expressions	Can write clear, smoothly flowing, complex texts in a logical structure
C1	Can understand enough to follow complex topics, though he/she may need to confirm details	Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections	Can express him/herself fluently and spontaneously	Can express him/herself with clarity and precision
B2	Idiomatic usage influences the ability to understand	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	Can interact with a degree of fluency and spontaneity that makes regular interaction	Can express news and views effectively in writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance,
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for or pass on personal details in written form

