

7ième Année -École John McCrae Curriculum Newsletter

Subject	Curriculum Expectations	Teaching Strategies	Assessments
French	<p>Students will:</p> <p>listen and respond to a wide range of spoken texts and media works.</p> <p>express ideas and opinions clearly on a range of topics, using correct pronunciation and appropriate intonation following CEFR guidelines</p> <p>read a variety of fiction and nonfiction 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>produce clear written texts, using a variety of forms, for various purposes and in a range of contexts</p> <p>identify and use appropriate language conventions [ie: direct and indirect object pronouns, the <i>passé composé</i> and <i>imparfait</i> tenses etc] 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 based on 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 based on CEFR guidelines.</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>Model and practise effective preliminary work(ie: brainstorming and mind-mapping) and editing skills using the Writing Process for prescribed and/or free-choice writing tasks.</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 Writing Process 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	Students will:	Development of critical thinking skills in a historical	Individual and/or group projects and performance tasks (rubric

	<p>examine social, political, economic and legal changes in Canada between 1713 and 1850.</p> <p>explore the experiences of and challenges facing different groups in Canada during this period (English, French, First Nations), including issues associated with the shift in power from France to Britain.</p> <p>learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes of the times.</p> <p>compare these concepts to the experiences of present-day Canadians.</p>	<p>context by modeling and practising skills related to identifying and using reliable sources, questioning, conflict of interest etc.</p> <p>Whole-class, small group, one-to-one and independent examination of information in course materials (ie: <i>Le Canada 7: Un patrimoine à raconter, La conquête de l'Amérique du Nord britannique, Canada: conflits et défis</i>) in order to develop the ability to identify key information in a non-fiction text.</p> <p>Model use of a variety of resources and tools (print, technological and multimedia) 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>and/or checklist based): Through various media, students demonstrate their understanding by creating and exhibiting their 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>
Subject	Curriculum Expectations	Teaching Strategies	Assessments
Geography	<p>Students will:</p> <p>explore opportunities and challenges presented by the physical environment and human interaction with various physical environments.</p>	<p>Whole-class, small group, one-to-one and independent examination of information in the <i>Géographie physique 7, Constances physique dans un monde en changement, Les ressources naturelles</i> making cross-curricular links</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</p>

	<p>explore the interrelationship between the Earth's physical features (land mass, climate, natural disasters etc) and human development (how one affects the other and vice versa).</p> <p>develop an understanding of patterns in Earth's physical features and of the physical processes and human activities that create and change these features.</p> <p>demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/ harvesting and use of these resources</p> <p>investigate issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective</p> <p>analyse aspects of the extraction/ harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p>	<p>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 multimedia) 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: How natural disasters affect regions over time based on technology and crisis preparedness).</p> <p>Cross-curricular connections, where applicable (ex. Reading current events articles "<u>Monde en Marche</u>")</p>	<p>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 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>
Subject	Curriculum Expectations	Teaching Strategies	Assessments
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>using technology to enhance the presentation of their work and to improve the communication of their message (ie: soundscapes,</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>

	<p>backdrop, layering of visual and audio effects using iMovie)</p> <p>reflect on various drama elements, presentations and performances by critiquing and noting useful strategies</p>		
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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

