

<p>French</p>	<p><b>Lettre au président du monde</b>                  As a class we will be reading this novel. Topics of discussion include: poverty, immigration, refugees, environmental destruction, homelessness, deportation, slavery, child workers, war, child soldiers, refugee experiences in rich countries</p> <ul style="list-style-type: none"> <li>- <i>Speaking:</i> <ul style="list-style-type: none"> <li>- Students will identify and use strategies to help them with communicating their ideas, opinions, questions.</li> <li>- Students will discuss topics addressed in the novel, videos and other texts</li> <li>- Students will speak using appropriate pace, expression, pronunciation and intonation (following CEFR guidelines) while practicing French language conventions and use of appropriate grammar structures.</li> </ul> </li> <li>- <i>Listening:</i> <ul style="list-style-type: none"> <li>- Discussion of listening strategies when listening to an oral text/information given orally</li> <li>- Students will watch relevant clips in french (i.e., news reports, informational videos, etc)</li> </ul> </li> <li>- <i>Reading:</i> <ul style="list-style-type: none"> <li>- Students will be reading as a whole class, in groups and individually to practice various skills.</li> <li>- Students will read the novel as well as other texts related to the themes (i.e., le monde en marche, other news outlets, nos nouvelles, etc)</li> </ul> </li> <li>- <i>Writing:</i> <ul style="list-style-type: none"> <li>- Students will practice writing skills through journal entries, comprehension tasks</li> <li>- Students will apply grammatical competencies and vocabulary that has been learned and studied when responding to issues and topics discussed throughout the term</li> </ul> </li> </ul> <p>Grammar revision:</p> <ul style="list-style-type: none"> <li>- Le present</li> <li>- Le passe compose</li> <li>- L'imparfait</li> </ul>
<p>Geography</p>	<p>Unit 1: Settlement Patterns and Sustainability</p> <ul style="list-style-type: none"> <li>- Reviewing maps of Canada and the world</li> <li>- Human vs Physical Geography</li> <li>- Urbanization- how to adapt to a growing population</li> <li>- Types of Settlement</li> <li>- Geographical demographics (ie. density, birth rate, death rate, ect)</li> <li>- Factors impacting settlement (i.e., human, environmental)</li> <li>- Rural to Urban migration (Case studies: Dhaka, Bangladesh and Beijing, China)</li> <li>- Environmental impact on human settlement</li> <li>- Examining sustainable cities</li> <li>- Group research project and presentation on Guelph's environmental</li> </ul>

	<p>improvement plan</p> <ul style="list-style-type: none"> <li>- Cross-curricular connections: French Speaking, Writing</li> </ul>
History	<p>Unit 1: Creating Canada 1850-1890</p> <ul style="list-style-type: none"> <li>- Life in British North America prior to Confederation (1867)</li> <li>- Advantages and disadvantages of joining Confederation <ul style="list-style-type: none"> <li>- Research project <ul style="list-style-type: none"> <li>- Cross-curricular: French Speaking, Writing</li> </ul> </li> </ul> </li> <li>- Steps toward Confederation</li> <li>- Research project on confederation's impact on various groups <ul style="list-style-type: none"> <li>- Topics include: Red River Rebellion, Indian Act, Pacific Railway (Chinese Immigrants), Immigration to Prairies, North-West Resistance, Gold Rush, Creation of RCMP, residential school system, ect</li> <li>- Cross-curricular: French Writing, Speaking</li> </ul> </li> </ul>
Drama	<p>Students will:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Work with partners and small groups.</li> <li>- Study elements of film such as acting skills (mime, readers theatre), costumes and video editing and produce a video within a group.</li> <li>- Reflect on various drama elements, presentations and performances and critiquing and noting useful strategies.</li> </ul>