

Grade 4 Curriculum Overview 2018

Overall Expectations	Specific Expectations	Teaching Strategies	Assessment & Evaluation	Resources
<p>ORAL COMMUNICATION</p> <p>A1. Listening to Understand: Determine meaning in a variety of oral texts using a range of listening strategies.</p> <p>A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences</p> <p>B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies and age/grade appropriate language suited to the purpose and audience</p> <p>B2 Speaking to Interact: Participate in spoken interactions in French for various purposes and with diverse audiences.</p>	<p>ORAL COMMUNICATION</p> <p>A1.1 Use Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support</p> <p>A2.1 Using Interactive Listening Strategies: Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions</p> <p>A2.2 Interacting: Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support</p> <p>A2.3 Metacognition: Describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; Identify their areas of greater and lesser strength as listeners, and</p>	<p>ORAL COMMUNICATION</p> <p>-recognize words and their meanings within context of daily classroom activities, context of play, basic vocab. Being studied (weather, useful sentences)</p> <p>-focus on high-frequency words & “pared down language”</p> <p>-listen to and respond to simple knowledge and comp. Based questions orally</p> <p>-manipulate language in oral & written form through a variety of oral and written activities</p> <p>-view,listen to, and learn songs</p> <p>-repeat vocab. Introduced through gesture, oral games</p> <p>-learn to & speak while teacher gestures</p> <p>-interact spontaneously with others in all classroom interactions in French</p> <p>-oral story retelling</p> <p>-view, listen to , and</p>	<p>ORAL COMMUNICATION</p> <p>Formative: •ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths)</p> <p>•student self-assessment</p> <p>Formal Assessments (Oral) -assessment of spontaneous talk (ability to transfer vocab. and language structures into unrehearsed situations) -communication of independent/own thoughts and ideas -listening tests -presentations-intonation, pronunciation - oral retells</p> <p>•all work is marked to provide feedback to students and information for next teaching steps</p>	<p>•Ontario Curriculum -AIM language learning program -Oral Games -Music for variety of activities -You Tube -Independently/ McColeman created work sheets or activities for reinforcement of vocabulary or concepts</p> <p>• environmental classroom resources (i.e. word wall, anchor charts, dictionaries etc) -CECR/CEFR curriculum</p> <p>septembre Rentrée C’est Moi Les Zones de Régulation</p> <p>octobre Les Animaux Les Trousses d’Hiver Trois Petits Cochons</p> <p>novembre</p>

	<p>plan steps they can take to improve their listening skills</p> <p>A3.1 Intercultural Awareness: Use information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>A3.2 Awareness of Sociolinguistic Conventions: Use information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p> <p>B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p>B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support</p> <p>B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics</p>	<p>read plays, songs, poems</p> <p>-recognize words and their meanings within context of daily classroom activities</p>		<p>Le Jour de Souvenir (la paix) Trois Petits Cochons Les contraires, les numéros, les adjectifs, les phrases décembre Trois Petits Cochons Les phrases bizarres Les nouvelles histoires La pièce janvier Nous sommes les auteurs. l'Hiver</p>
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	<p>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</p> <p>B2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support</p> <p>B2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills</p> <p>B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities</p> <p>B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions</p>			
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<p>READING C1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>C1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required</p> <p>C1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</p> <p>C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words</p> <p>C2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text</p>	<p>READING C1.1 Using Reading Comprehension Strategies: Identify a few reading comp. strategies and use them appropriately</p> <p>C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals & familiar words, names, and phrases with teacher support</p> <p>C1.3 Reading with Fluency: Read texts containing familiar words & expressions at sufficient rate & with sufficient ease to demonstrate understanding</p> <p>C1.4 Developing Vocabulary: Use a few vocabulary-acquisition strategies when reading to determine meaning or confirm the meaning of new vocab.</p> <p>C2.1 Purpose of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms.</p> <p>C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, & media forms.</p> <p>C2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>	<p>READING -read stories, songs, plays -environmental print (word walls, posters, charts, signs) -extract specific information to ask & respond to simple knowledge & comp. Based questions orally -compare and contrast characters -read and comprehend: 1. questions and other activities based on story, play, ppt, songs.... 2. other students' edited, published books in developing classroom library 3. poems/raps (student created anthology of poetry) 4. Games that involve vocab. Study 5. cooperative mind mapping, group graffiti, oral story retelling</p>	<p>READING Formative: -ongoing formative assessment -daily observations (respond to observed needs, gaps, & strengths) -student self-assessment -all work made to provide feedback to students where next steps are discussed</p> <p>Formal Assessments: -written tests- multiple choice, fill in the blank, identify the opposite, reading comp. -retells: orally and written -transfer of language structures & vocab. Into unfamiliar/unrehearsed reading activities</p>	
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<p>forms, including fictional, informational, graphic, and media forms</p> <p>C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms</p> <p>C2.3 Metacognition:</p> <p>(a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts;</p> <p>(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p> <p>C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and</p>	<p>C3.1 Intercultural Awareness: Use information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>C3.2 Awareness of Sociolinguistic Conventions: Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</p>			
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<p>grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</p> <p>WRITING D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms; D2. The Writing Process: use the stages of the writing process –including pre-writing, producing drafts, revising, editing, and publishing –to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively; D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking</p>	<p>WRITING D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create. D1.2 Writing in a Variety of Forms: Write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models D2.1 Generating, Developing, & Organizing Content: Generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources D2.2 Drafting & Revising: Plan and produce writing samples following models, revise writing with teacher support D2.3 Producing Finished Work: Make improvements to written work using strategies practiced in class D2.4 Metacognition: Describe strategies used that were helpful throughout the</p>	<p>WRITING</p> <ul style="list-style-type: none"> • participate in creative story writing, both oral and written, individual and co-operative •written responses to questions from AIM play and units studied • copying of words • follow the writing process for cooperative writing and individual writing activities •use a dictionary & classroom resources 	<p>WRITING Formal assessments (Writing)</p> <ul style="list-style-type: none"> •communication of independent/own thoughts and ideas •written tests- multiple choice, fill in the blank, identify the opposite, etc, reading comprehension •retells: orally, written •transfer of language structures and vocabulary into independent creative writing (grade appropriate) 	
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communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations	writing process Identify areas of strength and weaknesses			
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