

## Long Range Plans:Grade 7 2018-2019

### Oral Communication - Listening

| Overall Expectations  | Specific Expectations  | Teaching Strategies   | Assessment & Evaluation  | Resources   |
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| <p><b>A1. Listening to Understand:</b><br/>determine meaning in a variety of oral French texts, using a range of listening strategies</p> <p><b>A2. Listening to Interact:</b> interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences</p> <p><b>A3. Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p> | <p><b>A1.1 Using Listening Comprehension Strategies:</b> identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts</p> <p><b>A1.2 Demonstrating Understanding:</b> demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support</p> <p><b>A2.1 Using Interactive Listening Strategies:</b> identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions</p> <p><b>A2.2 Interacting:</b> respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest</p> <p><b>A2.3 Metacognition:</b><br/>(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively and some strategies they found helpful before, during, and after listening;<br/>(b) identify their areas of greater and lesser strength as listeners; and plan steps they can take to improve their listening skills</p> <p><b>A3.1 Intercultural Awareness:</b> using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> | <p>-students hear and speak French for the entire class</p> <ul style="list-style-type: none"> <li>•Prof du jour</li> <li>•focus on small group and partner activity</li> <li>•Conversations</li> <li>•students recognize words and their meanings within the context of daily classroom activities, context of play, basic vocabulary being "studied" (i.e. weather, useful sentences)</li> <li>•listen to and respond to simple knowledge and comprehension based questions orally</li> <li>• brainstorm required vocab for authentic oral situations and provide a variety of activities in which students can practise/use this vocabulary</li> <li>• student use of class approved websites</li> <li>• manipulate the language in oral &amp; written form through a variety of oral and written activities</li> <li>•students use target language to communicate with peers and teacher</li> <li>•view, listen to, and learn songs</li> <li>• interact spontaneously with others in classroom</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>•ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths)</li> <li>•student self-assessment</li> </ul> <p><b>Formal assessments</b></p> <ul style="list-style-type: none"> <li>•assessment of spontaneous talk (ability to transfer vocabulary and language structures into unrehearsed situations)</li> <li>•communication of independent/own thoughts and ideas</li> <li>•listening tests</li> <li>•play performance, presentations – intonation, pronunciation,</li> <li>•conversations</li> </ul> | <p>-Ontario Curriculum</p> <ul style="list-style-type: none"> <li>•DEL F Program</li> <li>•Oral games</li> <li>• Songs and stories</li> <li>•Music for a variety of activities</li> <li>•You tube</li> </ul> <p>-CECR/CEFR Resources</p> <p><b>September</b></p> <p>-dictionaries, routines and review</p> <p><b>October</b></p> <p>-Story telling unit, present tense grammar booklet</p> <p><b>November</b></p> <p>-Story telling unit, write a play in groups, introduce passé composé</p> <p><b>December</b></p> <p>-Story telling unit, Survival Guides</p> <p><b>January</b></p> <p>-Inquiry project on Moi</p> |

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|  | A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* |  |  |  |
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## Long Range Plans: Grade 7 2018-2019

### Oral Communication - Speaking

| Overall Expectations  | Specific Expectations  | Teaching Strategies  | Assessment & Evaluation   | Resources  |
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| <p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p> | <p><b>B1.1 Using Oral Communication</b><br/><b>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</b></p> <p><b>B1.2 Producing Oral Communications: using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support</b></p> <p>B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics</p> <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 a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate</p> <p>B2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies</p> | <p>-students hear and speak French for the entire class</p> <ul style="list-style-type: none"> <li>•Prof du jour</li> <li>•focus on small group and partner activity</li> <li>•Conversations</li> <li>•students recognize words and their meanings within the context of daily classroom activities, context of play, basic vocabulary being “studied” (i.e. weather, useful sentences)</li> <li>•listen to and respond to simple knowledge and comprehension based questions orally</li> <li>• brainstorm required vocab for authentic oral situations and provide a variety of activities in which students can practise/use this vocabulary</li> <li>• student use of class approved websites eg. duo-lingo</li> <li>• manipulate the language in oral &amp; written form through a variety of oral and written activities</li> <li>•students use target language to communicate with peers and teacher</li> <li>•view, listen to, and learn songs</li> <li>• interact spontaneously</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>•ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths)</li> <li>•student self-assessment</li> </ul> <p><b>Formal assessments</b></p> <ul style="list-style-type: none"> <li>•assessment of spontaneous talk (ability to transfer vocabulary and language structures into unrehearsed situations)</li> <li>•communication of independent/own thoughts and ideas</li> <li>•oral presentations</li> <li>•play performance, presentations – intonation, pronunciation,</li> <li>•conversations</li> </ul> | <p>-Ontario Curriculum</p> <ul style="list-style-type: none"> <li>•DELF Program</li> <li>•Oral games</li> <li>• Songs and stories</li> <li>•Music for a variety of activities</li> <li>•You tube</li> </ul> <p>-CECR/CEFR Resources</p> <p><b>September</b></p> <p>-dictionaries, routines and review</p> <p><b>October</b></p> <p>-Story telling unit, present tense grammar booklet</p> <p><b>November</b></p> <p>-Story telling unit, write a play in groups, introduce passé composé</p> |

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|  | <p>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 the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie 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> | <p>with others in classroom</p> |  | <p><b>December</b><br/>-Story telling unit, Survival Guides</p> <p><b>January</b><br/>-Inquiry project on Moi</p> |
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### 2018-2019 Long Range Plans: Grade 7 Reading

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| <p><b>C1. Reading Comprehension</b><br/>: determine meaning in a variety of French texts, using a range of reading comprehension strategies;</p> <p><b>C2. Purpose,</b></p> | <p><b>C1.1 Using Reading Comprehension Strategies:</b> identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts</p> <p><b>C1.2 Reading for Meaning:</b> demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate</p> <p><b>C1.3 Reading with Fluency:</b> read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</p> <p><b>C1.4 Developing Vocabulary:</b> use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently</p> | <ul style="list-style-type: none"> <li>•read stories, songs, plays, poems</li> <li>• environmental print (i.e. word walls, posters, charts, signs)</li> <li>• read text to the teacher and each other</li> <li>• extract specific information to ask and respond to questions from Bloom's Taxonomy orally and in writing</li> <li>• compare/contrast and describe characters</li> <li>-questions and other activities based on a story or play, ppt, songs...</li> <li>- read plays that are written in groups</li> <li>-classroom library; poems/raps</li> <li>whole-class</li> <li>-games that involve reading of individual sentences or questions;</li> <li>•reading comprehension activities</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>•ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths)</li> </ul> <p>•work is marked to provide feedback to students and information for next teaching steps</p> <p>-Listen to student reading</p> <p><b>Formal assessments</b></p> <ul style="list-style-type: none"> <li>•reading comprehension</li> <li>•reading for pronunciation and</li> </ul> | <ul style="list-style-type: none"> <li>•Ontario curriculum</li> <li>• work sheets or activities for reinforcement of vocabulary or concepts</li> </ul> <p>•DELFL activities</p> <p>-environmental classroom resources (i.e. word wall, anchor charts, dictionaries etc)</p> <p>-CEFR/CECR resources</p> <p><b>September</b><br/>-dictionaries, routines and review</p> <p><b>October</b><br/>-Story telling</p> |
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| <p><b>Form, and Style:</b> identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including informational, graphic, and media forms;</p> <p><b>C3. Intercultural Understanding:</b> demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p> | <p>learned words<br/> <b>C2.1 Purposes of Text Forms:</b> identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms<br/> <b>C2.2 Characteristics of Text Forms:</b> identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms<br/> <b>C2.3 Metacognition:</b> (a) describe, in conversation with the teacher and their peers, some 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><b>C3.1 Intercultural Awareness:</b> using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada,, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities<br/> <b>C3.2 Awareness of Sociolinguistic Conventions:</b> 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> | <p>•using reading strategies</p> | <p>fluency<br/> •transfer of language structures and vocabulary into<br/> •unfamiliar/ unrehearsed reading activities</p> | <p>unit, present tense grammar booklet</p> <p><b>November</b><br/> -Story telling unit, write a play in groups, introduce passé composé</p> <p><b>December</b><br/> -Story telling unit, Survival Guides</p> <p><b>January</b><br/> -Inquiry project on Moi</p> |
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### 2018-2019 Long Range Plans: Grade 7 Writing

| Overall Expectations       | Specific Expectations                             | Teaching Strategies                        | Assessment & Evaluation                | Resources                               |
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| D1. Purpose, Audience, and | D1.1 Identifying Purpose and Audience: determine, | •written responses to questions from units | <b>Formative</b><br>•ongoing formative | •Ontario Curriculum<br>• work sheets or |

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| <p><b>Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level;</p> <p><b>D2. The Writing Process:</b> 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 work effectively;</p> <p><b>D3. Intercultural Understanding:</b> in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking</p> | <p>with support from the teacher, their purpose in writing and the audience for French texts they plan to create</p> <p><b>D1.2 Writing in a Variety of Forms:</b> write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form</p> <p><b>D1.3 Applying Language Conventions:</b> communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation</p> <p><b>D2.1 Generating, Developing, and Organizing Content:</b> generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources</p> <p><b>D2.2 Drafting and Revising:</b> plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies</p> <p><b>D2.3 Producing Finished Work:</b> make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication</p> <p><b>D2.4 Metacognition:</b> (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills</p> <p><b>D3.1 Intercultural Awareness:</b> in their written work, communicate information about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to /a</p> | <p>studied</p> <ul style="list-style-type: none"> <li>•follow the writing process for independent and cooperative writing: generating ideas; choosing a topic and determining the purpose for writing and the audience to be addressed; and developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; producing a final copy</li> <li>•Develop strategies for improving writing (i.e. use a dictionary and classroom resources (ie. word wall))</li> <li>•Complete group writings</li> <li>•Teach grammar concepts to then be able to apply to writings</li> </ul> | <p>assessment daily observations (respond to observed needs, gaps, and strengths)</p> <ul style="list-style-type: none"> <li>•prof du jour</li> <li>•student self-assessment</li> <li>•work is marked to provide feedback to students and information for next teaching steps</li> <li>•students always have the opportunity to redo work until they can show understanding</li> </ul> <p><b>Formal assessments</b></p> <ul style="list-style-type: none"> <li>•communication of independent/own thoughts and ideas</li> <li>•written tests and quizzes</li> <li>•independent creative writing-showing application of knowledge and new concepts</li> <li>•writing plays with a group</li> <li>•Inquiry projects</li> </ul> | <p>activities for reinforcement of vocabulary or concepts</p> <ul style="list-style-type: none"> <li>•DELFL activities</li> <li>-environmental classroom resources (i.e. word wall, anchor charts, dictionaries etc)</li> <li>-CEFR/CECR resources</li> </ul> <p><b>September</b><br/>-dictionaries, routines and review</p> <p><b>October</b><br/>-Zone Sportive unit, present tense grammar booklet</p> <p><b>November</b><br/>-Zone Sportive unit, write a play in groups</p> <p><b>December</b><br/>-Zone Sportive, Survival Guides</p> <p><b>January</b><br/>-Inquiry project on Moi</p> |
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| <p>communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p> | <p><i>francophonie</i> and the world, and make connections to personal experiences and their own and other communi- ties</p> <p><b>D3.2 Awareness of Sociolinguistic Conventions:</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work</p> |  |  |  |
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