

Subject/Focus	September	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Reading Assessment</i> <i>Scavenger Hunt</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p>
Writing	<p><i>Back to School Flip Book</i> <i>Letter to Future Self</i> <i>Morning Quick Writes</i> <i>(Complete Sentences, Punctuation, Capital Letters)</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established, with support as appropriate</p>
Listening	<p><i>Classroom Community Activities</i></p>	<p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations 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 about familiar and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p>
Speaking	<p><i>Classroom Community Activities</i></p>	<p>B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions</p>
Science	<p><i>Stem Skills & Connections</i> <i>Life Systems: Human</i> <i>Health and Body Systems</i></p>	<p>A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p>
Visual Arts	<p><i>I can't imagine my life without...</i> <i>Self Portrait</i> <i>Element of Line</i></p>	<p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges •line:linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of figures in action; implied lines for movement and depth</p>
Drama	<p><i>Drama Games</i></p>	<p>B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using some other elements of drama</p>

Subject/Focus	<h1>October</h1>	
Reading	<i>Reading Benchmarks Shared Reading Texts</i>	<p><i>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate</i></p> <p><i>C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support</i></p> <p><i>C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues</i></p> <p><i>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</i></p> <p><i>C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</i></p>
Writing	<i>Riddle Writing Text Morning Quick Writes (Plural “s”)</i>	<p><i>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</i></p> <p><i>D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form</i></p> <p><i>D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources</i></p> <p><i>D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view</i></p> <p><i>D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech</i></p> <p><i>D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</i></p> <p><i>D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies</i></p> <p><i>D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</i></p>
Listening	<i>Riddle Listening Games</i>	<p><i>A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics</i></p> <p><i>A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</i></p>
Speaking	<i>Riddle Speaking Games</i>	<p><i>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</i></p> <p><i>B1.2 Producing Oral Communications: produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support</i></p> <p><i>B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions</i></p> <p><i>B1.4 Creating Media Texts: create a variety of oral media texts using forms, conventions, and techniques appropriate to the purpose and audience</i></p> <p><i>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations</i></p> <p><i>B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</i></p> <p><i>B2.3 Metacognition: (a) describe 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</i></p>
Science	<i>Stem Skills & Connections Life Systems: Human Health and Body Systems</i>	<p><i>A1.1 use a scientific research process and associated skills to conduct investigations</i></p> <p><i>A1.2 use a scientific experimentation process and associated skills to conduct investigations</i></p> <p><i>A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials</i></p> <p><i>A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</i></p> <p><i>D2.4 describe ways in which the four forces of flight can be altered</i></p> <p><i>B2.2 describe the basic structure and function of vital organs in various systems in the human body</i></p> <p><i>B2.4 identify various diseases and medical disorders in humans and the organs and/or body system or systems that they affect</i></p> <p><i>B2.3 describe interrelationships between human body systems</i></p>
Visual Arts	<i>Halloween Drawing Thanksgiving Art</i>	<p><i>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</i></p> <p><i>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</i></p> <p><i>D1.3 use elements of design in art works to communicate ideas, messages, and understandings</i></p>
Drama	<i>Drama Games</i>	<p><i>B1.1 engage actively in drama exploration and role play,</i></p>

Subject/Focus	November	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Reading Assessment</i> <i>Novel Study</i> <i>Remembrance Day</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p>
Writing	<p><i>Recipe Writing Unit</i> <i>Morning Quick Writes</i> <i>(Plural “s”, “ent” & “x”)</i> <i>Verbs: Imperative</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
Listening	<p><i>Novel Study</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar</p>
Social Studies	<p><i>Strand B: The Role of Government and Responsible Citizenship</i></p>	<p>B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues B3.1 describe the major rights and responsibilities associated with citizenship in Canada B3.2 describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies and some of the services provided by each B3.3 describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues B3.5 describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nations, Métis, and Inuit communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply B3.7 describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues B3.8 explain why different groups may have different perspectives on specific social and environmental issues B3.9 describe some different ways in which citizens can take action to address social and environmental issues</p>
Visual Arts	<p><i>Remembrance Day Art</i></p>	<p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p>

Subject/Focus	December	
<p>Reading</p>	<p><i>Reading Benchmarks Shared Reading Texts Novel Study</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p>
<p>Writing</p>	<p><i>Morning Quick Writes (Proper Grammar at the end of Pronouns)</i></p>	<p>D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech</p>
<p>Listening</p>	<p><i>Novel Study</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar</p>
<p>Speaking</p>	<p><i>Various Activities</i></p>	<p>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
<p>Social Studies</p>	<p><i>Strand B: The Role of Government and Responsible Citizenship</i></p>	<p><i>B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats B3.5 describe different processes that governments can use to solicit input from the public and explain why it is important for all levels of government to provide opportunities for public consultation</i></p>
<p>Visual Arts</p>	<p><i>Holiday Craft</i></p>	<p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p>

Subject/Focus	January	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Comic Strips</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C1.5 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p>
Writing	<p><i>Comic Strip Writing Unit</i> <i>New Years Mini Booklet</i> <i>Morning Quick Writes</i> <i>(Proper Grammar at the end of Pronouns)</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
Listening	<p><i>Classroom Rule Review</i> <i>Listening Game</i> <i>Comic Strips</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations 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 about familiar and personally relevant topics A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics</p>
Speaking	<p><i>Classroom Rule Review</i> <i>Group Challenge</i> <i>Mon souhait cette année</i> <i>Speaking Games</i></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 B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
Science	<p><i>Stem Skills & Connections</i> <i>Earth and Space Systems: Conservation of Energy & Resources</i></p>	<p>A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life E2.5 identify renewable and non-renewable sources of energy E2.6 explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change</p>
Visual Arts	<p><i>Northern Lights</i></p>	<p>ELEMENTS OF DESIGN: colour:complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art</p>

Subject/Focus	February	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i> <i>Biographies</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p>
Writing	<p><i>Biography Unit</i> <i>Morning Quick Writes</i> (Sentence structure: ne... pas) <i>Transition Words</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
Listening	<p><i>Reader's Theatre</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations 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 about familiar and personally relevant topics</p>
Speaking	<p>Reader's Theatre</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 B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
Science	<p><i>Stem Skills & Connections</i> <i>Earth and Space Systems:</i> <i>Conservation of Energy & Resources</i></p>	<p>A1.2 use a scientific experimentation process and associated skills to conduct investigations A2.2 identify and describe impacts of coding and of emerging technologies on everyday life, including skilled trades A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes E1.1 analyse long-term impacts of human uses of energy and natural resources, on society and the environment, including climate change, and suggest ways to mitigate these impacts E1.2 evaluate effects of various technologies on energy consumption, and describe ways in which individuals can use technology to reduce energy consumption E2.1 identify a variety of forms of energy, and describe how each form is used in everyday life E2.2 demonstrate an understanding of the law of conservation of energy, including how energy cannot be created or destroyed but can only be transformed from one form to another E2.3 describe how energy is stored as potential energy and transformed in a given device or system E2.4 demonstrate an understanding that when energy is transformed from one form to another, some energy may dissipate into the environment in the form of heat, light, and/or sound energy E2.5 identify renewable and non-renewable sources of energy E2.6 explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change</p>
Drama	<p><i>Reader's Theatre</i></p>	<p>B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., time and place; relationship; tension) to build belief in a role and establish its dramatic context B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members B3.1 describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities</p>

Subject/Focus	March	
Reading	<p><i>Reading Benchmarks</i> <i>Shared Reading Texts</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>
Writing	<p><i>Rant Writing Unit</i> <i>Morning Quick Writes</i> <i>(Sentence structure: ne... pas)</i> <i>Word Wall Game</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
Listening	<p><i>Rant</i></p>	<p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations 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 about familiar and personally relevant topics</p>
Speaking	<p><i>Rant</i></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 B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar academic and personally relevant topics using familiar words and expressions</p>
Social Studies	<p><i>Strand A: First Nations and Europeans in New France</i></p>	<p>A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans A3.1 identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans A3.2 describe some significant interactions among First Nations before contact with Europeans A3.7 describe some significant effects of European conflicts on First Nations and on early Canada A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period</p>
Visual Arts	<p><i>Pointillism</i></p>	<p>ELEMENTS OF DESIGN Students will develop understanding of all elements of design. •line: linear and curved hatching and crosshatching that add a sense of depth to shape and form; •colour:complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue) D1.1create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view D1.2demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3use elements of design in art works to communicate ideas, messages, and understandings D1.4use a variety of materials, tools, and techniques to determine solutions to design challenges</p>

<h1>Subject/Focus</h1>	<h1>April</h1>	
<h2>Reading</h2>	<p><i>Reading Benchmarks Shared Reading Texts Figurative Language</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills</p>
<h2>Writing</h2>	<p><i>Poetry Unit Figurative Language Morning Quick Writes (Sentence structure: commas + et)</i></p>	<p>D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
<h2>Listening</h2>	<p><i>Poetry Games</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations 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 about familiar and personally relevant topics</p>
<h2>Speaking</h2>	<p><i>Poetry Games</i></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 B1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing ideas and information about themselves, family, friends, and their environment B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
<h2>Social Studies</h2>	<p><i>Strand A: Communities in Canada, Past and Present</i></p>	<p>A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada A1.3 explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada A2.1 formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans during this period, highlighting the perspectives of the different groups involved A2.5 evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans during this period, highlighting the perspectives of the different groups involved A2.6 communicate the results of their inquiries, using appropriate vocabulary A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans A3.4 identify significant offices and institutions in New France A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period A3.6 describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada, and identify some of the reasons for these differences A3.7 describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada</p>

May

Subject/Focus		
<p>Reading</p>	<p><i>Reading Benchmarks Shared Reading Texts Reading Assessment</i></p>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p>
<p>Writing</p>	<p><i>Movie Review Morning Quick Writes (Sentence structure: commas + et)</i></p>	<p>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 French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a variety of strategies D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate</p>
<p>Listening</p>	<p><i>Movie Review</i></p>	<p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations A1.4 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the texts for their opinions, with teacher support as appropriate</p>
<p>Science</p>	<p><i>Stem Skills & Connections Matter and Energy: Properties of and Changes in Matter</i></p>	<p>A1.1 use a scientific research process and associated skills to conduct investigations A1.2 use a scientific experimentation process and associated skills to conduct investigations A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes C1.1 assess the impacts on society and the environment of various processes used in the manufacture of common products C1.2 assess how the use of specific materials in the manufacture of common products affects the environment, and identify actions that society and individuals can take to mitigate negative impacts C2.1 describe matter as everything that has mass and occupies volume C2.2 identify the states of matter, and describe characteristics and properties of solids, liquids, and gases C2.3 describe changes of state of matter observed at home, in the community, or in the natural environment C2.4 describe physical changes in matter as changes of the state, volume, or form of the matter that do not result in the formation of a different substance C2.5 describe chemical changes in matter as changes that result in the formation of different substances, and identify signs that a chemical change has occurred C2.6 explain how changes of state can occur when matter absorbs or releases thermal energy C2.7 explain why specific physical properties of various solids, liquids, and gases make them useful for particular applications</p>
<p>Visual Arts</p>	<p><i>Mother's Day Art Title Page Art</i></p>	<ul style="list-style-type: none"> • proportion: the relationship of the size and shape of the parts of a figure to the whole figure; the scale of one object compared to its surroundings, with indications of how close and how large the object is • texture: textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a soft oleum print) <p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p>

Subject/Focus	<h1>June</h1>	
<h2>Reading</h2>	<i>Reading Benchmarks Shared Reading Texts</i>	<p>C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate</p> <p>C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of a variety of French texts about familiar, academic, and personally relevant topics, with contextual and visual support</p> <p>C1.3 read French texts containing familiar vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues</p> <p>C1.4 Developing Vocabulary: identify and use several different strategies to expand vocabulary through reading</p> <p>C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p>C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning, with support and guidance from the teacher</p>
<h2>Writing</h2>	<i>Memory Books Morning Quick Writes (Review) Father's Day Activity</i>	<p>D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form</p>
<h2>Listening</h2>	<i>Listening Games Mime Unit</i>	<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 about familiar and personally relevant topics</p>
<h2>Speaking</h2>	<i>Speaking Games Mime Unit</i>	<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 rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics</p>
<h2>Science</h2>	<i>Stem Skills & Connections Structures & Mechanisms: Forces Acting on Structures</i>	<p>A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>A1.2 use a scientific experimentation process and associated skills to conduct investigations</p> <p>A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>A1.4 follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials</p> <p>A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>D1.1 analyse the effects of forces from natural phenomena on structures in natural and built environments</p> <p>D1.2 assess various ways in which humans mitigate impacts of forces from natural phenomena on structures in urban, rural, and remote communities</p> <p>D2.1 identify internal forces acting on a structure, and describe their effects on the structure</p> <p>D2.2 identify external forces acting on a structure, and describe their effects on the structure</p> <p>D2.3 describe forces resulting from natural phenomena that can have severe consequences for human-built structures, and identify structural features and materials that can allow such structures to withstand these forces</p> <p>D2.4 describe ways in which physical characteristics of various animal and plant species help to protect them from potentially harmful effects of forces</p> <p>D2.5 describe ways in which protective equipment helps to protect humans from potentially harmful effects of forces</p>
<h2>Drama</h2>	<i>Drama Games Mime Unit</i>	<p>B1.1 engage actively in drama exploration and role play.</p> <p>B1.2 demonstrate an understanding of the element of role by selectively using some other elements of drama</p> <p>B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role</p> <p>B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works</p> <p>B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works</p> <p>B3.1 describe forms of process drama, theatre, storytelling, and visual representation from diverse communities around the world, and explain how they may reflect some beliefs and traditions of their communities</p>