***THE ACADEMY FOR GIFTED CHILDREN – P.A.C.E.***
***CURRICULUM OUTLINE AND EVALUATION***
***GRADE 7 FRENCH***

***Overall Expectations***
By the end of Grade 7, students will be able to…

**LISTENING**
A1. **Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
A2. **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
A3. **Intercultural Understanding:** 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.

**SPEAKING**
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;
B2. **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
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.

**READING**
C1. **Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
C2. **Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
C3. **Intercultural Understanding:** 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.

**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 communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

## SPECIFIC EXPECTATIONS

**LISTENING**
By the end of Grade 7, students will:
**A1. Listening to Understand**
*A1.1* *Using Listening Comprehension Strategies:* identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts
(e.g. ask questions to clarify or confirm important details)
(e.g., use clues such as the speaker's tone of voice to help interpret messages accurately)

*A1.2* *Demonstrating Understanding:* 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
(e.g. identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice)

**A2. Listening to Interact**

*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
(e.g., in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak)

*A2.2* *Interacting:* respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest

(e.g., in collaboration with a peer, plan a waste-free lunch)
(e.g. listen to a partner's description of food preferences and respond by asking for more information or making comparisons to their own preferences; listen to a partner's opinion about a story and compare reactions; listen to an enquiry about a local business and provide the information requested)

A3. Intercultural Understanding

*A3.1* *Intercultural Awareness:* using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities
(e.g., listen to descriptions of tourist destinations in French-speaking parts of Europe and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a French-speaking region in Europe and make connections to their own community)

*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
(e.g. identify expressions used in advertising that signal an attempt to persuade the listener to do or buy something)

**SPEAKING**

By the end of Grade 7, students will:

**B1. Speaking to Communicate**

*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
(e.g., adjust volume and tone to suit the message and context; rehearse the delivery of spoken messages)

*B1.2* *Producing Oral Communications:* produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support
(e.g. describe the roles of an animal within its ecosystem)
(e.g., create and deliver a school announcement in French)

*B1.3* *Speaking with Fluency:* speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics
(e.g., leave a clear, brief message on an answering machine with minimal hesitation)

**B2. Speaking to Interact**

*B2.1* *Using Speaking Interaction Strategies:* demonstrate an understanding of appropriate speaking behaviour in a variety of situations
(e.g., acknowledge the contributions of others before stating their own views; show respect for different points of view)

*B2.2* *Interacting:* exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate
(e.g. ask questions, describe different perspectives, and outline possible solutions in discussions about environmental issues)
(e.g., contribute information in a jigsaw group discussion about current events)

B3. Intercultural Understanding

*B3.1* *Intercultural Awareness:* communicate information orally about French-speaking communities in Europe, 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
(e.g., use an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs of European countries where French is widely spoken, such as France, Switzerland, and Belgium; identify and explain reasons for learning French; deliver a

presentation about the lifelong benefits of learning another language and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment)

**READING**

By the end of Grade 7, students will:

**C1. Reading Comprehension**

*C1.1* *Using Reading Comprehension Strategies:* 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
(e.g. preview vocabulary related to the subject matter of a text; activate prior knowledge about a topic through dialogue and discussion; reread key passages to confirm, clarify, or revise their understanding and predictions)

*C1.2* *Reading for Meaning:* demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate
(e.g., choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal's letter with a peer; role-play a talk show interview with a character from a text they have read)

*C1.3* *Reading with Fluency:* 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
(e.g., use graphophonic cues to recognize and pronounce familiar words within larger words; make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/ guided/independent-reading texts and resource materials)

*C1.4* *Developing Vocabulary:* use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words
(e.g., look up and develop lists of cognates to expand vocabulary; use note-taking to compile new words for a personal word list; recognize syntactic [language structure] cues such as word order and language patterns and use them to solve unfamiliar words)

**C2. Purpose, Form, and Style**

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms
(e.g., magazine – to provide a range of informational, imaginative, and graphic pieces in one volume; website or encyclopedia entry – to provide an organized summary of key information about a subject; fictional narrative/short story/ novel – to depict imaginary events, characters, and experiences in an engaging, entertaining form)

*C2.2* *Characteristics of Text Forms:* identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms
(e.g. short story/legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings)

*C2.3* *Metacognition:*
(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
(e.g., plan to: look for transition words to identify relationships between ideas, scan texts to identify and look up unfamiliar technical words related to the subject matter)

**C3. Intercultural Understanding**

*C3.1* *Intercultural Awareness:* using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities

**WRITING**

By the end of Grade 7, students will:

**D1. Purpose, Audience, and Form**

*D1.1* *Identifying Purpose and Audience:* determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create
(e.g. to list the pros and cons of fast-food lunches on a T-chart for posting in the school cafeteria or on the class bulletin board; to create a storyboard in collaboration with a partner or in a small group for a class film-making project)

*D1.2* *Writing in a Variety of Forms:* write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form
(e.g. storyboard for film – sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot)

*D1.3* *Applying Language Conventions:* communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation
(e.g., use resources to verify spelling of newly acquired words and expressions; position adjectives describing the physical traits of family and friends before or after the noun as appropriate; explain occurrences/events in the past, present, and future using the correct verb forms)

*D2.1* *Generating, Developing, and Organizing Content:* generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources
(e.g., use peer and teacher discussion and feedback to help clarify the focus of a topic for writing)

*D2.3* *Producing Finished Work:* 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
(e.g., different fonts and type sizes, colour, labels, text boxes, graphics)

*D2.4* *Metacognition:*
(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
(e.g., determine which strategies helped to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps)

**D3. Intercultural Understanding**

*D3.1* *Intercultural Awareness:* in their written work, communicate information about French-speaking communities in Europe, 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
(e.g., write an entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in a French-speaking part of Europe; write an email giving directions for travelling from an attraction to another within the same city)

***The following is an organized compilation of grammatical constructs/language conventions that would typically surface in a grade 7 French class at P.A.C.E. It results from age appropriate themes, texts and topics.**

**Verbs**
present tense of the irregular verbs vouloir, pouvoir, partir, sortir, and devoir, with singular and plural subjects;
passé composé avec avoir of regular and some irregular verbs;
le passé composé (e.g., avoir, être, faire, prendre) with the verb avoir.

**Adjectives**
singular and plural possessive adjectives;
singular and plural, feminine and masculine irregular adjectives;
agreement in number and gender of irregular adjectives with nouns;
position of adjectives.

**Contractions**
review of the prepositions à and de plus the definite article (e.g., au/aux, du/des)

**Structures**
review of three different ways of asking a question

**Resources**
*Mon Réseau Ma Vie 2 (Modules 1 - 4)
*French/English dictionary

## *Assessment and Evaluation*

**ASSESSMENT FOR LEARNING** (to provide students with ongoing descriptive feedback)

| | | |
|---|---|---|
| *observation | *listening exercises | *translations |
| *questioning | *reading practice | *pronunciation/liaison |
| *homework check | *spelling practice | *extended activities |
| *group tasks | *oral exercises | *verb drill |
| *mini-dialogues | *quiz | |

**ASSESSMENT AS LEARNING** (to help students become independent learners by teaching them how to set individual goals, monitor their own progress and reflect on their own learning on an ongoing basis)
*group discussion
*individual conversations
*self-reflection
*peer evaluation

| **ASSESSMENT OF LEARNING (EVALUATION)** | TERM 1 | TERM 2 | TERM 3 |
|---|---|---|---|
| Weighting<br>Knowledge & Understanding 20%<br>Application 30%<br>Thinking & Inquiry 20%<br>Communication 30% | *test<br>*conversation<br>*assignment<br>*observation | *test<br>*conversation<br>*assignment<br>*observation | *test<br>*conversation<br>*assignment<br>*observation |

*Final evaluation will be comprised of (Term 1 + Term 2 + Term 3 = 100%)*
*This course is differentiated for gifted students.*