

Learners of French are resilient and can work hard! Things to remember:

- Sometimes it will feel really frustrating. That's okay - it will get easier!
- You might be really, really tired - listening to French all day is challenging, and your brain is working overtime to try to understand and process all that it is hearing.
- You will learn that taking risks with the language is how you will learn the most!
- All communication in the classroom is in French - both with peers and with the teacher and this begins right at the beginning of Grade 6. (Don't worry - it will get easier, even if it seems hard at first. The only way to become fluent in a language is to be immersed in it!)

“There is no progress without discomfort” - David Goggins

Our goals for Grade 6:

Reading - *I can decode French texts and I can understand what I read.*

Writing - *I can write a short text about something familiar to me.*

Speaking - *I can express myself and my opinions in French and I can ask questions when I don't understand.*

Listening - *I can demonstrate active listening and follow instructions.*

Our goals for Grade 7:

Reading - *I can understand and respond to a variety of texts.*

Writing - *I can write using accurate and appropriate vocabulary and structures.*

Speaking - *I feel confident and comfortable expressing my ideas in French and engaging in spontaneous conversations and discussions. I can ask questions when I don't understand.*

Listening - *I can demonstrate active listening and follow instructions!*

6e année

September - December	January- March	April - June
The student is learning to embrace the frustration and persevere through the discomfort of not understanding.	The student is developing the skills to work more independently in French.	The student is working more independently in French and shows pride in the ability to use French.
LISTENING:	LISTENING:	LISTENING:
<ul style="list-style-type: none"> - Listens actively and follows instructions - Has basic comprehension with support - Participates in classroom routines in French, recognizing key words 	<ul style="list-style-type: none"> - Listens actively and follows instructions - Understands main ideas and majority of what is being communicated in the classroom 	<ul style="list-style-type: none"> - Listens actively and follows instructions - Understands what is being communicated in the classroom
SPEAKING:	SPEAKING:	SPEAKING:
<ul style="list-style-type: none"> - Is open to taking risks with the language - Embraces the discomfort of not being able to express opinions, thoughts, desires in the target language - Recognizes and reproduces French phonemes and pronunciation - Begins to speak to others (teacher and peers in French) - Uses gestures and non-verbal communication techniques to get their message across 	<ul style="list-style-type: none"> - Expresses themselves using short phrases - Understands short, simple written messages - Speaks with peers in French - Is becoming more comfortable in taking risks to speak French - Is beginning to self-correct and recognize own errors 	<ul style="list-style-type: none"> - Participates in more complex and spontaneous conversations, using a variety of vocabulary and structures.
WRITING:	WRITING:	WRITING:
<ul style="list-style-type: none"> - Writes short, simple sentences using high frequency words and structures 	<ul style="list-style-type: none"> - Writes short, simple sentences using familiar vocabulary and structures - Uses resources (dictionaries, verb books, reference tools) to support written work 	<ul style="list-style-type: none"> - Writes structured texts based on familiar situations
READING:	READING:	READING:
<ul style="list-style-type: none"> - Uses learned vocabulary and sentence structures to read and understand materials 	<ul style="list-style-type: none"> - Decodes simple French texts for meaning - Demonstrates comprehension of simple texts by responding to questions 	<ul style="list-style-type: none"> - Uses strategies to read and understand texts (pictures, context, cognates, high-frequency words) - Demonstrates comprehension of simple texts by responding to questions

7e année

September - December	January- March	April - June
<p>The student is developing strategies and tools to support independence in their learning and reflecting on their identity as a French language learner.</p>	<p>The student is using strategies and tools to be independent in their learning. They show pride in their ability to use French and engage with a variety of mediums to support their language acquisition (<i>videos, plays, dialogues, music, etc.</i>)</p>	<p>The student is independent in their learning and is functionally bilingual.</p>
<p>LISTENING:</p> <ul style="list-style-type: none"> - Listens actively and follows instructions - Understands what is being communicated in the classroom 	<p>LISTENING:</p> <ul style="list-style-type: none"> - Listens actively and follows instructions - Understands what is being communicated in the classroom and makes inferences 	<p>LISTENING:</p> <ul style="list-style-type: none"> - Listens actively and follows instructions - Understands what is being communicated in the classroom and makes inferences
<p>SPEAKING:</p> <ul style="list-style-type: none"> - Expresses themselves using familiar vocabulary and structures - Participates in spontaneous conversations - Builds new vocabulary and structures to use in their speaking - Expresses emotions in French 	<p>SPEAKING:</p> <ul style="list-style-type: none"> - Expresses themselves using more complex vocabulary and structures - Participates in spontaneous conversations, using a more diverse and precise vocabulary 	<p>SPEAKING:</p> <ul style="list-style-type: none"> - Is functionally bilingual - Conveys complex ideas in oral French - Expresses and supports opinions in French - Engages in spontaneous conversations and discussions about a variety of topics.
<p>WRITING:</p> <ul style="list-style-type: none"> - Writes texts based on familiar situations - Builds new vocabulary and structures to use in their writing - Develops proper syntax when writing - Develops strategies to revise and edit work 	<p>WRITING:</p> <ul style="list-style-type: none"> - Writes more complicated texts using different verb tenses, and varied structures - Writes using more precise and descriptive vocabulary - Applies a wide variety of sentence structures to writing. - Writes a well-structured paragraph, with a clear purpose and supporting details. - Uses strategies to revise and edit work 	<p>WRITING:</p> <ul style="list-style-type: none"> - Writes well-structured texts that convey a message clearly and effectively - Accurately writes more complicated texts using different verb tenses, and varied structures - Revises and edits work for accuracy.
<p>READING:</p> <ul style="list-style-type: none"> - Uses strategies to read and understand texts (pictures, context, cognates, high-frequency words) - Demonstrates comprehension of texts by responding to questions. 	<p>READING:</p> <ul style="list-style-type: none"> - Develops fluency in reading with a variety of non-fiction and fiction (<i>including materials from other subject areas</i>) - When responding to text, demonstrates: responding to texts: reflecting, questioning, inferring, connecting 	<p>READING:</p> <ul style="list-style-type: none"> - Is reading a variety of texts for pleasure and for information - Demonstrates comprehension of novel structure (through independent novel study) - Summarizes main ideas in a variety of texts.