

Wakefield Elementary School Cycle 3.2.

Home Reading and Homework

The agenda can be used to record school activities, unfinished work and to keep a home reading log. I encourage you to ensure that your child spends time reading after school every day for at least 20 minutes in each language. Your child may want to read during the weekend to catch up. We have a good choice of books in the classroom. It is also possible to read a French book from home or the library. Reading materials may range from short stories, novels, French magazines, and comic. The most important goal is to “hook” your child on reading. Occasionally, listen to your child read aloud. I appreciate your support of your child’s learning and assistance when your child needs extra practice. Please do not hesitate to contact me should you have any questions or concerns.

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*Please note that in order to volunteer during school activities or field trips, you need a valid police check. Note that they **expire** after two years.

Below is a brief preliminary overview of each subject area over the next school year. Please note that this plan may change according to the needs of the students and necessary remedial lessons

The **French as a Second Language** curriculum consists of three competencies evaluated on each formal report:

1. Communicates in French 40%
2. Understands oral and written texts in French 40%
3. Produces oral and written texts in French 20%

Term	Topics	Assessment/Evaluation
1 40% of final grade	<ul style="list-style-type: none"> · Grammaire : le pluriel des noms et adjectifs. · Conjugaison : Le passé composé avec l’auxiliaire être · Vocabulaire lié au thème : l’élève prend conscience de l’importance du respect des droits dans la société et de la résolution de conflits. 	<p>Évaluations possibles:</p> <ul style="list-style-type: none"> · participation orale : observations · tests de compréhension de lecture · mini quiz, projet de découverte · textes écrits
2 60% of final grade	<ul style="list-style-type: none"> · Grammaire : Le complément de phrase · Conjugaison : Le présent de l’indicatif · Vocabulaire lié au thème: l’élève prend conscience de l’importance de l’activité physique et aura l’occasion de faire preuve de créativité et de développer sa compétence à communiquer. · Grammaire : Les adverbes qui se terminent par –ment, le féminin des noms de métier et profession, l’ajout d’adjectifs et d’adverbes pour enrichir les phrases · Conjugaison : Les pronoms sujets · Vocabulaire lié au thème : L’élève prend conscience des aspects du monde du travail en lien avec des centres d’intérêts. 	<p>Évaluations possibles:</p> <ul style="list-style-type: none"> · participation orale : observations · tests de compréhension de lecture · mini quiz, projet de découverte · textes écrits
<p>*Year End Board Exam is mandatory for all students. * Work book is <i>CAP sur le français</i>.</p>		

In Visual Art our main study during the year are the principles and elements of art. We will produce various works using a variety of media. The students will present images using skills that vary with different places and historical periods. The main competencies are:

- 1. Producing individual work in the visual arts**
- 2. Appreciating work of art, traditional artistic objects, media images, personal productions and those of classmates.**

Assessment/Evaluation will be done

- Participation
- Observations/ anecdotal notes
- Presentations/ Art portfolio

In Ethics and Religious Culture we will encourage our students to recognize forms of religious expression in their environment and in other places around the world. We will use different forms of dialogue, such as conversations, discussions, narrations, deliberations in other to develop different point of view. The two competencies are:

- 1. Reflects on ethical questions**
- 2. Demonstrates an understanding of the phenomenon of religion**

We will use:

- A variety of books that involve reflection and discussion
- Themes from our main book: Vers le monde
- Tribes' activities

Drama involves the creation and the interpretation of works in which characters interact. Through different forms of creation, expression and communication, we allow the students to express themselves in different ways and various contexts. We will do movement, language exercises and role-plays, as well as prepare and present short plays. The two competencies are:

- 1. To interpret short scenes**
- 2. To appreciate dramatic works, personal productions and those of classmates**

Term	Topics	Assessment/Evaluation
1	Rights and Duties Scriptures as guides Healthy habits and stress management	· Class work and assignments · Observation/ anecdotal notes -Dialogue
2	Religious food habits · Consumerism · Impacts and influences on youth · Technology and the Web	· Same as Term 1

Sciences and technology

We are very fortunate to participate in the Environmental Awareness and Outdoor Life Skills Program led by Alan Earwaker. We will work with him on an outdoor education workshop. Many aspects of the Science Program are presented during our outdoor education activities.

The competencies are:

1. To propose explanations for or solutions to scientific or technological problems.
2. To make the most of scientific and technological tools, objects and procedures.
3. To communicate in the languages used in science and technology.

Term	Topics	Assessment/ Evaluation
1	Univers vivant <ul style="list-style-type: none"> · Expliquer la différence entre la photosynthèse et la respiration. · Connaître la différence entre la reproduction sexuée et asexuée chez les plantes. · Reproduction des animaux. · Stades de croissance et développement chez les humains. · Décrire les changements physiques qui surviennent durant la puberté. · Identifier les organes du système reproducteur. 	<ul style="list-style-type: none"> · Lab work and experiments · Observation/ anecdotal notes · Dialogue
2	Terre et Espace <ul style="list-style-type: none"> · Décrire la différence entre l'énergie renouvelable et non-renouvelable. · Reconnaître la différence entre les roches et les minéraux. 	<ul style="list-style-type: none"> · Lab work and experiments · Observation/ anecdotal notes · Dialogue
	Univers matériel <ul style="list-style-type: none"> · Mélanges et solutions. · Transformation et transmission d'énergie. · Caractéristiques du mouvement. · Identifier les pièces mécaniques 	
1-2	<ul style="list-style-type: none"> · Utilisation d'instruments d'observation simples. · Langage approprié : communiquer à l'aide des modes de représentation adéquats dans le respect des règles. 	