

## ACTI-VIE 3: Au secours! – Adaptation of Final Task for Grade 5

### **Description of Final Task:**

- Students will plan and present, in both oral and written form, a first-aid kit.
- Students will include the following information in their text:
  - item
  - how it is used
  - why it is used (i.e., *foulure*, *gelure*, etc.)
- Students will incorporate the following Grammar, Language Conventions, and Vocabulary into their text:
  - plural pronoun subjects
  - present tense of *être*, *avoir*, and some regular *-er* verbs with a plural pronoun or noun subject
  - expressions with *avoir*.

### **The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>• pronoun subjects (<i>nous</i>, <i>vous</i>, <i>ils</i>, <i>elles</i>)</li> </ul> <p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être</i>, <i>avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> <li>• expressions with <i>avoir</i></li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: Au secours! – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will create and present, in both oral and written form, a role-play for a first-aid situation, without TRB model.
- Students will incorporate the following Grammar, Language Conventions, and Vocabulary into their texts:
  - present tense of irregular verbs
  - double verb constructions
  - *le futur proche*
  - subject-verb inversions
  - prepositions *à* and *de* plus the definite article.

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use compound sentences in conversations and dialogues</li> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> <li>• express personal preferences or reactions to a text</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir,</i> and <i>devoir,</i> with singular and plural subjects</li> <li>• double verb constructions</li> <li>• <i>aller</i> plus an infinitive to form <i>le futur proche</i></li> <li>• imperative of some regular <i>-er, -ir,</i> and <i>-re</i> verbs</li> </ul> <p><b>interrogative constructions</b></p> <ul style="list-style-type: none"> <li>• subject-verb inversions</li> </ul> <p><b>contractions</b></p> <ul style="list-style-type: none"> <li>• the prepositions <i>à</i> and <i>de</i> plus the definite article</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Fini les conflits! – Adaptation of Final Task for Grade 5

**Description of Final Task:**

- Students will create and present, in oral and written form, a role-play highlighting one of the conflict resolution strategies.
- Students will include the following information in their script:
  - one conflict
  - one strategy
  - a conclusion.

**The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>• pronoun subjects (<i>nous, vous, ils, elles</i>)</li> </ul> <p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> <li>• direct infinitive to show preferences</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne... pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul>

## ACTI-VIE 3: Fini les conflits! – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will present, in both oral and written form, a role-play using a scenario provided.
- Students will create their own dialogue (not TRB example) including the following information:
  - present tense of irregular verbs
  - double verb constructions
  - agreement of verb with compound subject
  - imperative
  - subject-verb inversions.

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use compound sentences in conversations and dialogues</li> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read at least twelve simple texts, and identify main ideas and some supporting details</li> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> <li>• express personal preferences or reactions to a text</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir, and devoir</i>, with singular and plural subjects</li> <li>• double verb constructions</li> <li>• agreement of verb with compound subject</li> <li>• imperative of some regular <i>-er, -ir, and -re</i> verbs</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• plural possessive adjectives (<i>notre/nos, votre/vos, leur/leurs</i>)</li> </ul> <p><b>interrogative constructions</b></p> <ul style="list-style-type: none"> <li>• subject-verb inversions</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Fêtons l'hiver! – Adaptation of Final Task for Grade 5

**Description of Final Task:**

- Students will create and present, in oral and written form, a winter festival poster.
- Students will include the following information on their poster:
  - *nom du festival*
  - *lieu*
  - *date*
  - *activités*
  - preferences using direct infinitive – activity enjoyed/activity not enjoyed.

**The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• direct infinitive to show preferences</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne...pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul>

## ACTI-VIE 3: Fêtons l'hiver! – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will write and present orally a newspaper article promoting an upcoming winter carnival.
- Students will include the following information:
  - name and location of carnival
  - dates
  - activities/events
  - special highlights
  - personal preferences.

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir, and devoir</i>, with singular and plural subjects</li> <li>• double verb constructions</li> <li>• <i>aller</i> plus an infinitive to form <i>le futur proche</i></li> <li>• imperative of some regular <i>-er, -ir, and -re</i> verbs</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• demonstrative adjectives (<i>ce/cet/cette/ces</i>)</li> </ul> <p><b>contractions</b></p> <ul style="list-style-type: none"> <li>• the prepositions <i>à</i> and <i>de</i> plus the definite article</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Le mystère du trophée de basket-ball – Adaptation of Final Task for Grade 5

### **Description of Final Task:**

- Students will read the three possible conclusions with a Grade 6 partner. Students will then complete the storyboard for each passage.
- On their storyboards, students will identify the following information:
  - *le suspect*
  - *pourquoi?*
  - *à quelle heure?*
  - *où?*
- Students will select the most appropriate conclusion and present their storyboard orally.

### **The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• respond to oral texts, using simple but complete sentences</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read at least nine simple passages or stories</li> <li>• read aloud with expression, using correct pronunciation and intonation</li> <li>• read and respond briefly to written materials by answering short questions or restating information</li> <li>• use various reading strategies to determine meaning and make sense of unfamiliar words</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être</i>, <i>avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne... pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>prepositions</b></p> <ul style="list-style-type: none"> <li>• prepositions with nouns in short sentences</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: Le mystère du trophée de basket-ball – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will read the three possible conclusions for the story and select the most appropriate.
- Students will give an oral presentation of fifteen to twenty sentences in length to defend their choices, using evidence from the text to support their choice.
- Once the teacher has revealed the final situation, students will create text to support the illustrations provided.
- Students will incorporate the following Grammar, Language Conventions, and Vocabulary into their text:
  - double-verb constructions
  - imperative
  - adjectives (which precede the noun, irregular, agreement)
  - subject-verb inversions.

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• respond to oral texts and connect to personal experience</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read at least twelve simple texts, and identify main ideas and some supporting details</li> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> <li>• use various reading strategies to determine meaning, such as verbal cues, structures, personal experience, and resources</li> <li>• express personal preferences or reactions to a text</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• double verb constructions</li> <li>• imperative of some regular <i>-er, -ir, and -re</i> verbs</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• adjectives that precede the noun</li> <li>• singular and plural, feminine and masculine, of some irregular adjectives</li> <li>• agreement, in number and gender, of irregular adjectives with nouns</li> </ul> <p><b>interrogative constructions</b></p> <ul style="list-style-type: none"> <li>• subject-verb inversions</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>

## ACTI-VIE 3: L'environnement et moi – Adaptation of Final Task for Grade 5

**Description of Final Task:**

- Students will create and present orally a litterless lunch using a model provided by the teacher.
- Students will incorporate the following information into their text:
  - two suggestions for each category (i.e., *réduire, recycler, réutiliser*)
  - plural pronoun subjects
  - present tense of *être, avoir*, and some regular *-re* verbs
  - negative *ne... pas*.

**The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>• pronoun subjects (<i>nous, vous, ils, elles</i>)</li> </ul> <p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne... pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: L'environnement et moi – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will create and present orally a public service announcement concerning the protection of the environment.
- Students will include the following information into their text:
  - endangered species
  - environmental jingle
  - details about species (e.g., reason for endangerment, where from, number in existence, etc.)
  - advice for protecting species.

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir</i>, <i>pouvoir</i>, <i>partir</i>, <i>sortir</i>, and <i>devoir</i>, with singular and plural subjects</li> <li>• double verb constructions</li> <li>• imperative of some regular <i>-er</i>, <i>-ir</i>, and <i>-re</i> verbs</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• demonstrative adjectives (<i>ce/cet/cette/ces</i>)</li> </ul> <p><b>contractions</b></p> <ul style="list-style-type: none"> <li>• the prepositions <i>à</i> and <i>de</i> plus the definite article</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of related spelling patterns and sounds associated with accents</li> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Soyons branchés! – Adaptation of Final Task for Grade 5

### **Description of Final Task:**

- Students will create and present, in both oral and written forms, a magazine about technology and media.
- Students will incorporate the following information into their text:
  - production team
  - interview page
  - correspondents' column
  - word games
  - Website/software
- Students will use the following Grammar, Language Conventions, and Vocabulary in their text:
  - plural pronoun subjects
  - present tense of *être*, *avoir*, and some regular *-er* verbs with a plural pronoun or noun subject
  - direct infinitive
  - negation.

### **The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>• pronoun subjects (<i>nous, vous, ils, elles</i>)</li> </ul> <p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> <li>• expressions with <i>avoir</i></li> <li>• direct infinitive to show preferences</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne... pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of abbreviations to spell frequently used words</li> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: Soyons branchés! – Adaptation of Final Task for Grade 7

### **Description of Final Task:**

- Students will create and present, in both oral and written forms, a magazine on technology and media.
- Students will incorporate the following information into their texts:
  - production team
  - article
  - interview
  - correspondent
  - word games
  - Web site/software
  - cartoon
  - listing or local computer/software stores
- Students will use these additional Grammar, Language Conventions, and Vocabulary elements in their text:
  - present tense of irregular verbs
  - double verb constructions
  - imperative forms of verbs
  - demonstrative adjectives
  - subject-verb inversions
  - prepositions *à* and *de* plus the definite article.

### **The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir,</i> and <i>devoir</i>, with singular and plural subjects</li> <li>• double verb constructions</li> <li>• imperative of some regular <i>-er, -ir,</i> and <i>-re</i> verbs</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• demonstrative adjectives (<i>ce/cet/cette/ces</i>)</li> </ul> <p><b>interrogative constructions</b></p> <ul style="list-style-type: none"> <li>• subject-verb inversions</li> </ul> <p><b>contractions</b></p> <ul style="list-style-type: none"> <li>• the prepositions <i>à</i> and <i>de</i> plus the definite article</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of related spelling patterns and sounds associated with accents</li> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Voyageons dans le temps... – Adaptation of Final Task for Grade 5

### **Description of Final Task:**

- Students will create and present a time capsule.
- Students will include in their capsule the following information:
  - *divertissement*
  - *lettre personnelle* (using model provided by teacher)
  - *vêtements populaires*.

### **The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> <li>• make simple revisions to oral language in form and content, using resources and feedback from the teacher and their peers</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud with expression, using correct pronunciation and intonation</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>Nouns and pronouns</b></p> <ul style="list-style-type: none"> <li>• pronoun subjects (<i>nous, vous, ils, elles</i>)</li> </ul> <p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of <i>être, avoir</i>, and some regular <i>-er</i> verbs with a plural pronoun or noun subject</li> <li>• expressions with <i>avoir</i></li> <li>• direct infinitive to show preferences</li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• agreement, in gender and number, of regular adjectives with nouns</li> </ul> <p><b>negation</b></p> <ul style="list-style-type: none"> <li>• negative <i>ne... pas</i> in a simple sentence and contracted if necessary</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: Voyageons dans le temps... – Adaptation of Final Task for Grade 7

**Description of Final Task:**

- Students will create and present a time capsule.
- Students will include in their capsule, the following information:
  - *manchette de journal*
  - *un divertissement*
  - *lettre personnelle*
  - *prédictions de l'avenir* (personal and global)
  - *vêtements populaires.*

**The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> <li>• make revisions to oral language in form, content, and organization, using resources and feedback</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir, and devoir</i>, with singular and plural subjects</li> <li>• double verb constructions</li> <li>• <i>aller</i> plus an infinitive to form <i>le futur proche</i></li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• demonstrative adjectives (<i>ce/cet/cette/ces</i>)</li> <li>• plural possessive adjectives (<i>notre/nos, votre/vos, leur/leurs</i>)</li> <li>• singular and plural, feminine and masculine, of some irregular adjectives</li> <li>• agreement, in number and gender, of irregular adjectives with nouns</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>

## ACTI-VIE 3: Explorons l'univers! – Adaptation of Final Task for Grade 5

**Description of Final Task:**

- Students will plan and present, in both oral and written forms, a collage about a Canadian astronaut, using SB p. 17 as a model.
- Students will incorporate the following information into their text:
  - name of astronaut
  - date/place of birth
  - dates of mission and name of spacecraft
  - reason for fame.

**The following Grade 5 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use visual and verbal cues to understand and convey the meaning of familiar material</li> <li>• use some conventions of oral language to speak and to understand in familiar contexts</li> <li>• give an oral presentation of five to ten sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read at least nine simple passages or stories</li> <li>• read aloud with expression, using correct pronunciation and intonation</li> <li>• read and respond briefly to written materials by answering short questions or restating information</li> <li>• use various reading strategies to determine meaning and make sense of unfamiliar words</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures</li> <li>• write, using a model, a first draft and corrected version in guided and cooperative writing tasks</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• expressions with <i>avoir</i></li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• new words from units under study and vocabulary to do simple math</li> <li>• word lists using identical and similar cognates, oral vocabulary, personal word lists, and class lists</li> <li>• use of an English-French dictionary to expand vocabulary</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources to confirm spelling</li> </ul>

## ACTI-VIE 3: Explorons l'univers! – Adaptation of Final Task for Grade 7

### **Description of Final Task:**

- Students will plan and present in both oral and written forms, a research project about a planet in the solar system.
- Students will include the following information in their projects:
  - name of planet
  - colours
  - distinguishing features
  - climate
  - orbit time around the sun
  - distance from sun and other planets
  - current research/experiments with planet
  - predictions about planet
- Students will incorporate the following Grammar, Language Conventions, and Vocabulary into their texts:
  - double-verb constructions
  - *le futur proche*
  - demonstrative adjectives
  - adjectives that precede the noun
  - prepositions *à* and *de* plus the definite article.

### **The following Grade 7 Expectations will be addressed in the final task:**

Oral Communication	Reading	Writing	Grammar, Language Conventions & Vocabulary
<p>Students will:</p> <ul style="list-style-type: none"> <li>• use language appropriately in a variety of rehearsed, routine, and open-ended situations</li> <li>• give an oral presentation of fifteen to twenty sentences in length</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form</li> <li>• use various reading strategies to determine meaning, such as verbal cues, structures, personal experience, and resources</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple and some compound sentences and questions, using familiar and new vocabulary</li> <li>• write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model</li> <li>• revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology</li> <li>• use and spell the vocabulary appropriate for this grade level</li> </ul>	<p><b>verbs</b></p> <ul style="list-style-type: none"> <li>• double verb constructions</li> <li>• <i>aller</i> plus an infinitive to form <i>le futur proche</i></li> </ul> <p><b>adjectives</b></p> <ul style="list-style-type: none"> <li>• demonstrative adjectives (<i>ce/cet/cette/ces</i>)</li> <li>• adjectives that precede the noun</li> </ul> <p><b>contractions</b></p> <ul style="list-style-type: none"> <li>• the prepositions <i>à</i> and <i>de</i> plus the definite article</li> </ul> <p><b>vocabulary</b></p> <ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• vocabulary from units under study</li> </ul> <p><b>spelling rules and strategies</b></p> <ul style="list-style-type: none"> <li>• use of resources</li> </ul>