

Specific Curriculum Outcomes

The Specific Curriculum Outcomes (SCOs) correlate to the "fonctions de communication". They are written in broader terms as SCOs.

Grade 6 Specific Curriculum Outcomes

ORAL COMMUNICATION	READING AND VIEWING	WRITING AND REPRESENTING
<p>Students will be able to:</p> <ul style="list-style-type: none"> ask for and provide information on a number of topics provide and compare information provide descriptions relating to persons, objects, places or events provide arguments "for" and "against" a topic provide a narration with respect to an event in their lives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> become familiar with the structure of an informative text comprehend and interpret a variety of short texts on unfamiliar topics in guided situations view and respond to a variety of simple representations and media in the school context 	<p>Students will be able to:</p> <ul style="list-style-type: none"> provide information on a number of topics compare information describe persons, objects, places or events present arguments "for" and "against" a topic in bullet form write about an event in their lives

Grade 7 Specific Curriculum Outcomes

ORAL COMMUNICATION	READING AND VIEWING	WRITING AND REPRESENTING
<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze information on a number of topics compare information on a number of topics and provide a judgement describe the impact of choices with respect to their lives discuss the effects of advertising on their lives discuss their hopes for the future 	<p>Students will be able to:</p> <ul style="list-style-type: none"> assess an advertisement or other publicity message compare and contrast the content and the format of articles written for a teen magazine and a magazine for adults read age-appropriate texts of fiction in guided situations view and respond to a variety of representations and media in the context of community 	<p>Students will be able to:</p> <ul style="list-style-type: none"> present information on a number of topics produce an opinion piece describe the impact of a choice they have made with respect to their lives create a publicity brochure or an advertisement provide details in writing about the negative aspects of a piece of advertising

Grade 6- Unit 1 « L'arrivée de l'automne »			
Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Express preferences and give supporting reasons	Final project – Create a book about autumn	Select and synthesize information	Assessments include oral language, reading and writing
Describe a season with accuracy	Mini-project 1 – In the form of a large tree with branches and leaves, make a "collage" of photos accompanied by written comments, to celebrate the arrival of autumn by participating in a "great photo contest"	Express feelings	Formative: Class discussions
Write reactions elicited by a photo			Warm-up activities (*mini-professor, <i>Stepping Out</i> , <i>S/O/P</i> , and varied activities)
Present the results of research on a subject related to autumn.			**Rubrics Performance descriptors Observation checklists Mini-projects
Provide arguments "for" or arguments "against"	Mini-project 2 – Present the written results of research on a subject related to the theme of autumn	Organize information	Summative: Portfolios **Rubrics Attainment of communication functions for unit
Become familiar with the elements of an informative text	Mini-project 3 – Take a position (for or against) on hunting in autumn, giving reasons to support one's point of view	Take and choose a position	* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics
			Resources: Guide pédagogique interprovincial – Unité 1- L'arrivée de l'automne Print and other resources as described within the unit

Grade 6 – Unit 2 « Le robot »			
Communication Functions: Discuss daily chores for school, at home, at school, and after school Enumerate disagreeable chores Enumerate chores accomplished by a robot Present the characteristics of a robot Convince someone to buy a robot	Teaching Tasks: Final project – Produce a poster advertisement to sell an invented robot Mini-project 1- Show what a robot can do to help the student Mini-project 2- Invent a robot Mini-project 3 – Present original traits of a robot	Cognitive Processes: To promote and defend Select Make connections Analyze and synthesize	Assessment/Evaluation: Assessments include oral language, reading and writing Formative: Class discussions Warm-up activities (*mini-professor, <i>Stepping Out</i> , <i>SIOP</i> , and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects Summative: Portfolios **Rubrics Attainment of communication functions for unit * Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics Resources: Guide pédagogique interprovincial – Unité 2- Le robot Print and other resources as described within the unit

Grade 6 - Unit 3 « L'environnement »			
Communication Functions: Discuss habits Present an invention Discuss problems related to global warming Discuss natural resources Convince others of one's point of view	Teaching Tasks: Final project – Presentation of environmental themes in the form of a television show Mini-project 1 – Invent something (a mechanism, a product, a process) to help with reusing, reducing, recycling Mini-project 2 – Produce a poster on global warming Mini-project 3 – Write a poem about the theme of water	Cognitive Processes: Select and synthesize Make connections Select and defend a position Express feelings	Assessment/Evaluation: Assessments include oral language, reading and writing Formative: Class discussions Warm-up activities (*mini-professor, <i>Stepping Out</i> , <i>S/O/P</i> , and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects Summative: Portfolios **Rubrics Attainment of communication functions for unit * Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics Resources: Guide pédagogique interprovincial – Unité 3- L'environnement Print and other resources as described within the unit

**Grade 6- Unit 4 « Un camp pour ados »			
Communication Functions:	Teaching Tasks:	Cognitive Processes:	Assessment/Evaluation:
Analyse daily activity choices	Final project – Write an information brochure for a youth camp	Select, organize and persuade	Assessments include oral language, reading and writing
Identify camp activities and plan a schedule	Mini-project 1 – Plan a day schedule for a youth camp	Plan	Formative: Class discussions
Present rules, security norms and the equipment needed for an activity	Mini-project 2 – Explain how to carry out an activity while keeping in mind rules, regulations and security of the equipment	Sequencing and creating connections	Warm-up activities (*mini-professor, <i>Stepping Out</i> , <i>S/O/P</i> , and varied activities) **Rubrics Performance descriptors Observation checklists Mini-projects
Describe and analyse ones eating habits	Mini-project 3 – Create a healthy menu	Creating relationships	Summative: Portfolios **Rubrics Attainment of communication functions for unit
Write an information brochure			* Participation in class, such as leading routines, must reflect current themes and activate prior knowledge ** See appendices for sample oral, reading, writing, and the report card rubrics Resources: Guide pédagogique interprovincial – Unité 4- Un camp pour ados Print and other resources as described within the unit

**This unit was previously taught as the first unit in Grade 7, but starting in the 2013-2014 school year this unit will now be the fourth unit in Grade 6 in the place of the former unit titled "Les phénomènes étranges au Canada."