

Grade 7 Learning Expectations

(to accommodate Grade 7/8 combined-grade classes)

Expectations (continued)	Textbook / Livre (pages)	Workbook / Cahier (pages)	Compact Disc / Disque compact (track)	Teacher's Guide / Guide du maître (pages)
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Writing (W) (continued)

W 4 Use and spell the vocabulary appropriate for this grade level.	26; 33	18; 23; 24; 26; 30; 31		34; 44–47; 52–53; 61–65
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Grammar, Language Conventions, and Vocabulary (G)

Verbs

G 1 Present tense of the irregular verbs <i>vouloir, pouvoir, partir, sortir, and devoir</i> , with singular and plural subjects;	*Incidental 20–23; 27		2; 7	31–33; 49–52; 57–58; 77
G 2 Double verb construction (<i>Je veux écouter de la musique.</i>);	*Incidental 20–23; 27		2; 7	31–33; 49–52
G 3 <i>Aller</i> plus an infinitive to form <i>le futur proche</i> (e.g., <i>Je vais manger</i>);	Covered in other units.			
G 4 Agreement of verb with compound subject (e.g., <i>Mon ami et moi allons au cinéma.</i>);	Covered in other units.			
G 5 Imperative of some regular <i>–er, –ir, and –re</i> verbs.	Covered in other units.			

Adjectives

G 6 Demonstrative adjectives (<i>ce / cet / cette / ces</i>);	*Incidental 20–21; 23; 27–28; 30		2; 7	31–33; 49–52
G 7 Adjectives that precede the noun (e.g., <i>grand, petit, nouveau</i>);	Covered in other units.			
G 8 Plural possessive adjectives (<i>notre / nos, votre / vos, leur / leurs</i>);				46; 75
G 9 Singular and plural, feminine and masculine, of some irregular adjectives (e.g., <i>beau / bel / beaux / belle / belles</i>);	Covered in other units.			
G 10 Agreement, in number and gender, of irregular adjectives with nouns (e.g., <i>les beaux chandails</i>).	Covered in other units.			

Interrogative constructions

G 11 Subject–verb inversions (e.g., <i>Vas-tu au cinéma?</i>).	*Incidental 20–22		2	31–33; 60; 79
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Contractions

G 12 The prepositions <i>à</i> and <i>de</i> plus the definite article (e.g., <i>au / aux, du / des</i>).	*Incidental 20–22; 27; 29		2; 7	31–33; 49–52
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Vocabulary

G 13 Basic vocabulary (e.g., numbers from 0 to 1000; words associated with outdoors and leisure activities, shopping, current events, food, films, television, radio);	Throughout			
G 14 Vocabulary from units under study.	18–19; 20; 23; 26; 30; 33	17; 23; 25; 27; 30	1	26–28; 30–31; 35; 44–45; 47; 53–54; 61–63

Spelling rules and strategies

G 15 Use of related spelling patterns and sounds associated with accents (e.g., <i>aigu, grave, cédille</i>);				63; 81
G 16 Use of resources (e.g., dictionary, text).	Throughout			

*This language structure is incidental. You may wish to formally teach this language structure using the examples and explanations provided in the *Références* section.

Extension

Cahier, p. 18

Formative Assessment

Reading

R 2: Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., re-create a scene, design a book jacket).

Grade 7 OE 2; OC 1; R 1; R 2

1. Once students are comfortable with the reading selection, direct their attention to the *Pour vérifier* section.
2. Invite students to respond orally to this activity.

Answer Key:

1. (b) *Cathy a entendu... sa chanson au concert Électrica.*
2. (d) *Selon Les Mouches, le guitariste a composé... la chanson Dis-moi tout.*
3. (a) *Dave a aidé... Cathy à retracer les événements et à identifier les suspects.*
4. (e) *Cathy a rencontré... Kevin à la fête de Mike.*
5. (c) *Julie a filmé... la fête de Mike et la chanson de Cathy.*

Comprends-tu? La chanson volée 20–2

Grade 8 OE 3: Read a variety of simple materials, 400 to 600 words long, and demonstrate understanding;

R 1: Read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details;

R 2: Produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., re-create a scene, design a book jacket);

R 3: Express personal preferences or reactions to a text (e.g., in a dramatization);

W 5: Use and spell the vocabulary appropriate for this grade level.

Grade 7 OE 2; R 1; R 2; R 3; R 4; W 4

To determine the level of reading comprehension, use student responses to the following activity. If students are using the reading strategy successfully, they should be able to determine the main ideas of the reading selection as well as some details. If students are unable to determine the main ideas, you may wish to review the reading strategy, i.e., using cognates to understand new words in a reading selection. This is a good activity for providing students with quick, oral feedback on how well they are applying their language skills and where improvement is needed. This activity is not intended for evaluation purposes.

1. Read aloud the instructions with students.
2. Refer students to the reading selection on pages 20–23 of the *Livre* in order to complete the activities on page 18 of the *Cahier*.
3. For Part A, ask students to make a list of cognates and *faux amis* taken from the reading selection. For Part B, have students read statements about the story and decide whether they are true or false. Remind them to correct the false statements. For Part C, have students place the events in chronological order.
4. Take up the activities as a class.

Summative Evaluation Rubric: *La tâche finale*

Writing a Mystery Story

- OE 2: Express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions;
- OE 4: Write in a variety of forms, adjusting language to suit the audience;
- OE 5: Identify and use the vocabulary and the grammar and language conventions appropriate for this grade level;
- OC4*: Give an oral presentation of more than twenty sentences in length, adjusting speech to suit the audience;
- W 1: Use simple and compound sentences, and organize information in paragraphs;
- W 2: Use strategies (e.g., brainstorming, mind mapping) to plan and write first and final drafts in guided and cooperative writing tasks;
- W 3: Produce pieces of writing in a variety of simple forms (e.g., lists, dialogues, illustrated stories), following and making adaptations to a model;
- W 4: Proofread and correct final drafts, focusing on grammar, punctuation, and spelling;
- W 5: Use and spell the vocabulary appropriate for this grade level;
- G 4: *Le passé composé* of regular *-er*, *-ir*, and *-re* verbs, and some irregular verbs (e.g., *avoir*, *être*, *faire*, *prendre*) with the verb *avoir*;
- G 8: Formation of adverbs with adjectives (e.g., *naturelle / naturellement*, *heureux / heureusement*).

Task(s)	Level 1	Level 2	Level 3	Level 4
Communication OE 2; OE 4; OC 4*; W 1 The student...	<ul style="list-style-type: none"> ■ creates a mystery story. ■ uses a play format to present a mystery story. ■ writes more than 20 sentences.* 	<ul style="list-style-type: none"> ■ creates a mystery story with limited clarity. ■ uses a play format to convey message with limited effectiveness. ■ writes a text falling well below the expected length for this grade level. 	<ul style="list-style-type: none"> ■ creates a mystery story with some clarity. ■ uses a play format to convey message with some effectiveness. ■ writes a text approaching the expected length for this grade level. 	<ul style="list-style-type: none"> ■ creates a mystery story with considerable clarity. ■ uses a play format to convey message with considerable effectiveness. ■ writes a text meeting the expected length for this grade level.
Organization of Ideas OE 4; W 1; W 2; W 3 The student...	<ul style="list-style-type: none"> ■ completes task independently. ■ includes the specified content elements (<i>un vol, des suspects, des faits et des indices, la preuve, le ou la coupable</i>). ■ produces an original description of a mystery story. 	<ul style="list-style-type: none"> ■ needs constant teacher support. ■ includes few of the specified elements. ■ copies from a model. 	<ul style="list-style-type: none"> ■ needs frequent teacher support. ■ includes some of the specified elements. ■ copies from a model making minor changes in basic vocabulary. 	<ul style="list-style-type: none"> ■ needs occasional teacher support. ■ includes most of the specified elements. ■ creates new text, making some changes and/or additions to the model.

Task(s)	Level 1	Level 2	Level 3	Level 4
Communication OE 2; OE 4; OC 4*; W 1 The student...	<ul style="list-style-type: none"> ■ creates a mystery story. ■ uses a play format to present a mystery story. ■ writes more than 20 sentences.* 	<ul style="list-style-type: none"> ■ creates a mystery story with limited clarity. ■ uses a play format to convey message with limited effectiveness. ■ writes a text falling well below the expected length for this grade level. 	<ul style="list-style-type: none"> ■ creates a mystery story with some clarity. ■ uses a play format to convey message with some effectiveness. ■ writes a text approaching the expected length for this grade level. 	<ul style="list-style-type: none"> ■ creates a mystery story with considerable clarity. ■ uses a play format to convey message with considerable effectiveness. ■ writes a text meeting the expected length for this grade level.
Organization of Ideas OE 4; W 1; W 2; W 3 The student...	<ul style="list-style-type: none"> ■ completes task independently. ■ includes the specified content elements (<i>un vol, des suspects, des faits et des indices, la preuve, le ou la coupable</i>). ■ produces an original description of a mystery story. 	<ul style="list-style-type: none"> ■ needs constant teacher support. ■ includes few of the specified elements. ■ copies from a model. 	<ul style="list-style-type: none"> ■ needs frequent teacher support. ■ includes some of the specified elements. ■ copies from a model making minor changes in basic vocabulary. 	<ul style="list-style-type: none"> ■ needs occasional teacher support. ■ includes most of the specified elements. ■ creates new text, making some changes and/or additions to the model.

*In order to orally present more than 20 sentences, it is understood that the student must also be able to write more than 20 sentences.