



## Collège – Middle School

Programme de 5ème

7<sup>th</sup> grade curriculum

*Updated January 2017*

# I. Language Arts

The Language Arts Program in Middle School focuses on preparing the students to be bilingual, bi-literate, and bicultural in French and English.

In addition to the articulated dual-lingual curriculum, students are introduced to Spanish as a third language, which provides them with the opportunity to expand their multilingual multicultural experience.

## Language Arts – French

### READING

Literature of the Middle Ages and the Renaissance

Adventure fiction

Poetry, playing with language: selection of poems from all periods, with an emphasis on the study of form and meaning

Theater, Comedy

### VOCABULARY

In order to expand students' vocabulary knowledge, words related the specific themes are studied throughout the grades.

In 7<sup>th</sup> grade, students explore various themes such as

- Sensations
- Values
- Literary genres

Students learn about the formation of words, etymology, meanings, antonyms, synonyms, etc.

Vocabulary study is linked to books studied for the reading section of the program and covers the following areas of interest: portraits, the Middle Age, scenery, humor.

## **WRITING**

The goal at the end of 7<sup>th</sup> grade is for students to be able to write a one-and-a-half page coherent and articulated essay (30 lines). The students should be able to produce a complete narrative including descriptions and dialogues.

They actively practice all year round with papers at home and in class. They draw ideas and inspiration for writing from the books [studied in the reading section of the program as well as from their personal experience.](#)

## **GRAMMAR**

The following notions are studied:

- Complex sentences (clauses)
- Indirect speech
- Word functions
- Grammatical rules
- Verb tenses and conjugation

## **GRAMMATICAL SPELLING**

Students deepen their knowledge of spelling rules and agreements of the French grammar.

## **ORAL COMMUNICATION**

Students continue building their oral skills: reading aloud, presentations, debates.

## **ART HISTORY AND APPRECIATION**

Students make connections between literature and various forms of art such as paintings, music, and theater in relation to themes studied in class. They learn to analyze pictures (light, colors, point of view).

THEMES	1 SE CHERCHER SE CONSTRUIRE	2 VIVRE EN SOCIETE PARTICIPER A LA SOCIETE	3 REGARDER LE MONDE, INVENTER DES MONDES	4 AGIR SUR LE MONDE
<b>Questionnement</b>	Pourquoi aller vers l'inconnu?	Avec Autrui : famille, réseau, amis	Imaginer des mondes nouveaux	Héros, héroïnes, heroïsme
<b>Séquences</b>	1 les grands voyageurs  2 Robinson Crusoé	1 Scapin le manipulateur  2 Jourdain le manipulé	1 Utopie : pourquoi créer l'utopie?  2 Dystopie : où s'arrête l'utopie , où commence la dystopie	1 Le héros et le antihéros medieval  2 Le héros à travers les siècles
<b>Œuvre intégrale</b>	Vendredi ou la vie sauvage Michel Tournier	Le Bourgeois Gentilhomme Molière	Film the Truman show	Le Roman de Renard
<b>Groupement de textes</b>	Carnets de voyages et extraits de lettres de grands voyageurs	Les Fourberies de Scapin (manuel)	L'Utopie à travers les siècles (extraits de différents ouvrages)	Différents héros pour différentes époques

GRAMMAIRE	ORTHOGRAPHE GRAMMATICALE	EXPRESSION ORALE
<p><b>L'analyse de la phrase</b></p> <ul style="list-style-type: none"> <li>• La phrase complexe : la coordination et la juxtaposition.</li> <li>• La phrase complexe (suite) : la subordination (repérer la principale et les subordonnées).</li> <li>• Les propositions subordonnées relatives et les propositions subordonnées conjonctives (première approche : les distinguer selon que le subordonnant a ou n'a pas de fonction dans la subordonnée qu'il introduit).</li> <li>• La subordonnée interrogative indirecte (totale ou partielle).</li> <li>• Le discours rapporté : le discours direct.</li> </ul> <p><b>Les classes de mots</b></p> <ul style="list-style-type: none"> <li>• Les mots exprimant les degrés de l'adjectif (degrés d'intensité, comparatif et superlatif).</li> <li>• Les mots exprimant la négation (y compris la négation exceptive <i>ne...que</i>).</li> <li>• Les mots exprimant l'interrogation.</li> <li>• Les conjonctions de coordination.</li> <li>• Les prépositions (introduisant un complément de verbe, de nom, d'adjectif, ou un complément circonstanciel, les multiples emplois de <i>de</i> et <i>à</i>).</li> <li>• Les pronoms relatifs.</li> </ul> <p><b>Les fonctions grammaticales</b></p> <ul style="list-style-type: none"> <li>• Le groupe nominal et ses expansions</li> </ul>	<ul style="list-style-type: none"> <li>• L'accord du participe passé des verbes avec les auxiliaires <i>être</i> et <i>avoir</i> (cas complexes, à l'exclusion des verbes pronominaux).</li> <li>• Les verbes du premier groupe présentant des particularités orthographiques (verbes en <i>-cer / -ger / -eler / -eter / -yer</i>).</li> <li>• La morphologie de certains verbes irréguliers : <i>aller, asseoir, dire, faire, savoir, vouloir...</i></li> <li>• Les adjectifs qualificatifs de couleur.</li> </ul> <p><b>Orthographe lexicale</b></p> <ul style="list-style-type: none"> <li>• Les principales prépositions.</li> <li>• Les préfixes et suffixes usuels d'origine latine.</li> <li>• Les préfixes usuels d'origine grecque.</li> </ul> <p><b>Quelques homonymes ou homophones</b></p> <ul style="list-style-type: none"> <li>• Distingués par l'accent : <i>ou/où ; ça/çà</i>.</li> </ul> <p>Autres : <i>sans/s'en ; dans/d'en ; peu/peut ; ni/n'y ; si/s'y/ci...</i></p>	<p>Poursuite des objectifs de 6<sup>ème</sup></p> <ul style="list-style-type: none"> <li>• Description : présenter de façon organisée une personne, un objet, un lieu en s'appuyant sur un vocabulaire précis et varié.</li> <li>• Développer des situations d'expression orale permettant aux élèves de dialoguer entre eux (exemple dans le cadre des études de textes et lors des dialogues fictifs avec jeux de rôles).</li> <li>• Lecture à voix haute et récitation, en insistant sur la nécessaire mise en valeur du texte</li> </ul> <hr/> <p style="text-align: center;"><b>HISTOIRE DES ARTS</b></p> <p><b>Thème</b> : « Art, Etats et pouvoirs »</p> <p>On abordera des thèmes comme l'Architecture des châteaux (Moyen Âge, Renaissance, XVII<sup>e</sup> siècle), l'art de Cour (comédie-ballet) et la place de l'écrivain à Cour (en particulier celle de Versailles), conjuguant alors des domaines aussi variés que les « Arts du visuel », « Arts du son », les « Arts du spectacle vivant » et les « Arts de l'espace ».</p>

(complément du nom, subordonnée relative).

- Les groupes nominaux compléments circonstanciels de cause, de but, de conséquence, de comparaison.
- Le complément d'agent.

#### **La conjugaison**

- Le subjonctif présent.
- La voix active et la voix passive.

#### **Les valeurs des temps verbaux**

- Les valeurs des temps composés (l'accompli et l'antériorité).

#### **Les valeurs et emplois des modes verbaux**

- L'indicatif (inscription dans le réel) et le subjonctif (imagination en pensée).
- Le conditionnel en emploi modal (conditionnel de l'information incertaine, conditionnel d'atténuation ou de politesse, conditionnel du jeu ou de l'imaginaire).
- Les modes non personnels du verbe (infinitif, participe, gérondif), la distinction des formes en *-ant* (gérondif, participe présent, adjectif verbal).

### ÉTUDE DE L'IMAGE

#### **Représentation des époques médiévale et classiques**

- On poursuivra l'étude des fonctions de l'image, en insistant sur la fonction descriptive.
- On proposera aux élèves une première approche des rapports entre texte et image (illustration, complément, contrepoint), par exemple lors de l'analyse d'enluminures.

**Outils d'analyse de l'image fixe :**  
angles de vue, couleurs, lumière.

## Language Arts - English

Reading	Speaking / Listening	Writing	Language
<p>Students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p> <p><b>Literature Themes:</b></p> <p><u>Key Ideas and Details</u></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Speaking/Listening Themes:</b></p> <p><u>Comprehension and Collaboration</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ol>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Writing Themes:</b></p> <p><u>Text Types and Purposes</u></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> </ol>	<p>Students gain adequate mastery of a range of skills and applications.</p> <p><b>Language Themes:</b></p> <p><u>Conventions of Standard English</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and</li> </ol>

<p><u>Craft and Structure</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>Integration of Knowledge and Issues</u></p> <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner</p>	<p>4. Establish and maintain a formal style.</p> <p>5. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>4. Use precise language and</li> </ol>	<p>clauses within a sentence recognizing and correcting misplaced and dangling modifiers.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ol> <p><u>Knowledge of Language</u></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <ol style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>
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<p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Informational Text Themes:</b></p> <p><u>Key Ideas and Details</u></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine two or more central ideas in a text and analyze their development over the course of</p>	<p>with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>domain-specific vocabulary to inform about or explain the topic.</p> <ol style="list-style-type: none"> <li>5. Establish and maintain a formal style.</li> <li>6. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal</li> </ol>	<p><u>Vocabulary Acquisition and Use</u></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, general, or appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print</li> </ol>
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<p>the text; provide an objective summary of the text.</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>Craft and Structure</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>		<p>shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><u>Production and Distribution of Writing</u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Use technology, including the</p>	<p>and digital, to find the pronunciation of a word or determine or clarify precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. use the relationship between particular words (e.g., synonym/antonym analogy) to better understand each of their words.</p> <p>c. Distinguish among connotations (associations) of words</p>
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<p><u>Integration of Knowledge and Issues</u></p> <p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature</p>	<p>with similar denotative (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>Acquire and use accurate grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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b. Apply *grade 7 Reading standards* to literary nonfiction.

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## II. Social Studies

The French and American are harmonized to ensure that concepts are covered in a balanced way, with reinforcement of ideas and vocabulary in both languages when possible. Students start to develop higher levels of critical thinking and analyze development of cultures and their interactions through time (politics, religion, economics, social, and geographic backgrounds).

Students practice research papers and make oral presentation in class, developing speaker's skills.

### Social Studies in French (French Standards)

**Histoire / History (H) - Géographie / Geography (G) – Education Morale et Civique / Life in Society and Citizenship (EMC)**

Dates	Themes
<b>Unit 1</b> <b>September - October</b>	<b>EMC1</b> - L'égalité et le respect des autres et de soi-même / <i>Equality and Respect to others and oneself</i>
	<b>G1</b> - La forte croissance démographique et ses conséquences / <i>World Population Growth and its consequences</i>
	<b>H1</b> - L'Islam, pouvoir société et culture / <i>Islam: power, society, and culture</i>
	<b>EMC2</b> - La liberté et la pluralité des opinions / <i>Freedom and plurality of opinions</i>

<b>Unit 2</b> <b>November - December</b>	<b>G3</b> - La répartition des richesses et la pauvreté dans le monde / <i>Wealth, poverty and resources around the world</i>
	<b>H2</b> - L'ordre seigneurial, formation et la domination des campagnes / <i>The Middle Ages Society</i>
	<b>G4</b> - L'énergie et l'eau des ressources difficiles à gérer et renouveler / <i>Energy and Water: how to manage and renew energy</i>
	<b>H3</b> - L'affirmation de l'Etat monarchique dans le royaume des capétiens / <i>Monarchy in the times of the Capetian Dynasty</i>
<b>Unit 3</b> <b>January – February</b>	<b>H4</b> - L'émergence d'une nouvelle société urbaine / <i>Development of cities in the Middle Ages</i>
	<b>G5</b> - Nourrir la population toujours plus nombreuse / <i>Food for the planet – population growth</i>
	<b>H5</b> - Le monde au temps de Charles Quint et Soliman le Magnifique / <i>The World order in the times of Charles Quint and Soleiman The Magnificent</i>
<b>Unit 4</b>	<b>G6</b> - Le changement global et ses principaux effets géographiques régionaux / <i>Global change and its effects of the different parts of the world</i>

<b>March – April</b>	<b>H6</b> - Humanisme et Réformes , conflits religieux / <i>Humanism and the Reform , religious conflicts</i>
<b>Unit 5 May – June</b>	<b>G7</b> - Prévenir les risques industriels et technologiques / <i>Industrial and technological risk management</i>
	<b>H7</b> - Du prince de la Renaissance au roi absolu / <i>From a Prince in the Renaissance to a Monarch</i>
	<b>EMC3</b> - La sécurité et les risques majeurs / <i>Safety and major risks</i>
	<b>G8</b> - Des hommes et des ressources: atmosphère ou énergie / <i>Humans and resources: atmosphere or energy</i>

## Social Studies 7th grade (American curriculum)

### World History and Geography: Ancient Civilizations

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789.

After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief.

Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the middle Ages.

Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

### **III. Mathematics**

#### **French Standards taught in French – American Standards taught in English**

The current middle school math curriculum is a fusion of the French and Californian programs. Students continue building their skills from their strong knowledge of 6<sup>th</sup> grade Math, especially in calculation and geometric construction.

Different techniques in each system, such as those for division, help the students.

By the end of 8th Grade, all the French middle school program, and US "Algebra 1" and "Geometry" are completed.

Student evaluation in each middle school grade is through 30 graded homework assignments and 12 tests. Students participate in math contests during the year, such as the French Kangourou des maths, the US Math League contest, and a local San Diego Math Field Day. Math Clubs and Electives provide opportunities to expand Math practice.

Schedule in math: 4 periods per week in French, and 2 periods per week in English

## Taught in French

### Number Sense

- Calculating with positive numbers
  - Order of operations
  - Distributive property
- Integers
  - Operations
- Fractions
  - Comparisons
  - Equivalency
  - Operations

### Proportions / Ratios

- Proportionality in situations
- Constant of proportionality
- Cross multiplication and comparing ratios
- Percentages
- Scale

### Statistics and Probabilities

- Relative frequency
- Graphs
- Notions of probabilities and calculations

### Algebra

- Using algebraic terminology
- Expressions and equations
  - Simplifying and solving

### Geometry

Plane figures

## Taught in English

### Number Sense

- Conversions of fractions, decimals, percents and ratio
- Integers (+, -, x, /)
- Rational numbers
- Arithmetic Properties
- Perform rational, real number operations

### Proportions / Ratios

- Unit rate / constant of proportionality
- Scale
- Rate, distance, time
- Interest
- Equations (concept of slope)
- Graphing / tables

### Statistics and Probability

- Events / Outcomes with probabilities
- Tables / trees / calculations
- Random samples
- Relative frequencies and data measures
- Measurement precisions

### Algebra

- Expressions and equations
  - Using patterns, tables, graphs and equations
  - Simplifying and solving equalities
  - linear equations

### Geometry

- Geometric relationships

<ul style="list-style-type: none"> <li>● Parallelogram, Rhombus, Triangles <ul style="list-style-type: none"> <li>○ Definitions and properties</li> </ul> </li> <li>● Symmetry <ul style="list-style-type: none"> <li>○ line and rotational</li> </ul> </li> <li>● Perimeters, areas and volumes</li> <li>● Proofs</li> </ul>	<ul style="list-style-type: none"> <li>○ scale</li> <li>● Measurements <ul style="list-style-type: none"> <li>○ surface area, area, volume <ul style="list-style-type: none"> <li>■ circles, prisms, composite shapes</li> </ul> </li> <li>○ angles</li> <li>○ apply to real world scenarios</li> </ul> </li> </ul>
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## IV. Science

### French Standards taught in French – American Standards taught in English

#### Overarching goals for science courses

Students will be able to: Ask questions and define problems - Design experiments - Collect and analyze data - Build models  
Think mathematically and computationally - Explain and design solutions - Construct arguments based on evidence -Communicate results.

Schedule in science: 3,5 periods per week in French, and 2 periods per week in English

Dates	French Science	US Science
September – December	Theme A – The H <sub>2</sub> O molecule: chemistry of water (solution, solute and solvent) and physical properties (fusion, vaporization, liquefaction and solidification)	Theme 1 - Ecosystems - biotic and abiotic factors and their interactions; resources availability and effects on populations; carrying capacity; biodiversity and sustainability
January – February	Theme 1 – Respiration (in water/air), distribution of living beings Theme 2 – Functions within the human body (cellular respiration, digestion, the blood and circulation) and meeting needs for energy	Geologic cycles - rocks, weathering, erosion
March – April	Theme B – Electricity: series and parallel/branch circuits	Tectonics - plate movements and effects; faults types
May – June	Theme C – Optics: light sources, light propagation	Structure of matter - chemical reactions, movement of energy, physical and chemical properties

Green : Life Science and Earth Science

Red : Physic and Chemistry

## V. Spanish – Learning a third language – Year 2

### Chapter 1:

- A) ask for and give names
- B) ask and tell how someone is feeling
- C) ask for and state age
- D) ask or tell where someone is from
- E) greet people and say good-bye
- F) express courtesy
- G) ask for and state time

1<sup>st</sup>  
trimester

### Chapter 2:

- A) Identify people and classroom objects
- B) Discuss school schedules and daily activities
- C) Ask for and give names
- D) Describe classroom and objects and clothing
- E) Ask or tell where someone is from
- F) Say some things people do
- G) State location
- H) Talk about how someone feels
- I) Discuss school schedules and daily activities

1<sup>st</sup>  
trimester

### Chapter 3:

- A) talk about places in a city
- B) make introductions and express courtesy
- C) say some things people do
- D) ask and answer questions
- E) talk about the future
- F) order food and beverages
- G) discuss how to go somewhere

1<sup>st</sup>  
trimester

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**Chapter 4:**

- A) talk about family and relationships
- B) seek and provide personal information
- C) express possession
- D) express and opinion
- E) say some things people do
- F) describe people and things
- G) state likes and dislikes

2<sup>nd</sup>  
trimester

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**Chapter 5:**

- A) describe everyday activities
- B) seek and provide personal information
- C) say what someone is going to do
- D) express strong feelings
- E) write about everyday live
- F) say what someone likes and dislikes
- G) talk about dates and holidays

2<sup>nd</sup>  
trimester

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**Chapter 6:**

- A) identify items in the kitchen
- B) express obligations, wishes and preferences
- C) talk about everyday activities
- D) discuss food and table items
- E) point out people and things
- F) describe a household
- G) point out people and things
- H) state and opinion
- I) tell what someone says
- J) say how someone is doing

2<sup>nd</sup>  
trimester

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## Physical Education – Éducation physique

Dates	Performance Skills	Adapting movement to different types of environment	Individual and team activities involving cooperation and opposition	Creating and performing expressive, artistic or aesthetic activities
<b>1-September/October</b>	Fitness activities (cardiovascular, muscular, flexibility)		-Cooperative and team building activities  -Ultimate Frisbee (throwing and catching)	
<b>2-November/December</b>	Fitness activities (cardiovascular, muscular, flexibility)		-Ultimate Frisbee (offensive and defensive strategies; games) <i>Level 2</i>  -Soccer (offensive and defensive strategies; small and large sided games) <i>Level 3</i>	
<b>3-January/February</b>	Fitness activities (cardiovascular, muscular, flexibility)		-Basketball (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i>  -Volleyball (bumping, setting, serving; offensive and defensive strategies; games) <i>Level 3</i>  -Street Hockey (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i>	Tumbling, stunts, gymnastics skills (Level 3)
<b>4-March/April</b>	Track and Field Activities <i>Level 3</i> (long jump, sprinting, relay running)		-Flag Football and Rugby (throwing and catching; offensive and defensive strategies; games) <i>Level 2 and 3</i>  -Racquet Games-Badminton/Table Tennis (serving, volleying; offensive and defensive strategies; games) <i>Level 3</i>	
<b>5-May/June</b>	Track and Field Activities <i>Level 3</i> (sprinting, endurance running, high jump)	Orientation Race	-Baseball/Softball (throwing, catching, hitting; small sided games) <i>Level 3</i>	Rhythm and Dance Activities (Level 3)