

1 Broad Areas of Learning

☐ Health and Well-Being

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☐ Environmental Awareness and Consumer Rights and Responsibilities

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☐ Personal and Career Planning

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☐ Citizenship and Community Life

☐

☐ Media Literacy

☐

Focus of development:

2 Cross-Curricular Competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
<input type="checkbox"/> To use information	<input type="checkbox"/> To adopt effective work methods	<input type="checkbox"/> To construct his/her identity	<input type="checkbox"/> To communicate appropriately
<input type="checkbox"/> To solve problems	<input type="checkbox"/> To use information and communication technologies	<input type="checkbox"/> To cooperate with others	
<input type="checkbox"/> To exercise critical judgment			
<input type="checkbox"/> To use creativity			

3 ESL Competencies and Key Features

TO ACT ON UNDERSTANDING OF TEXTS	TO COMMUNICATE ORALLY IN ENGLISH
<input type="checkbox"/> Explores authentic texts orally	<input type="checkbox"/> Listens to messages
<input type="checkbox"/> Uses knowledge from texts	<input type="checkbox"/> Transmits simple messages

<input type="checkbox"/> Monitors own learning	<input checked="" type="checkbox"/> <input type="checkbox"/> Monitors own learning

4	TITLE:
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Description:

Cycle:	Duration :
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⑥	Cross-Curricular Competencies	ESL Competencies
Evaluation n Criteria		
Evaluation n means		

Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show, for each element of learning, what is expected by the end of the school year.

The Cycle One student: □ constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements

CONTEXTUAL LANGUAGE	
STRATEGIES	
A. Compensatory strategies	
•	
B. B. Learning strategies	
•	
Discovers CULTURAL ELEMENTS through:	

⑤	
Materials needed	

⑤

CLASSROOM ACTIVITY

STEP 1: PREPARING THE TASK

Role of the students	Role of the teacher

STEP 2: CARRYING THE TASK

Role of the students	Role of the teacher
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STEP 3: ASSIMILATION-TRANSFER OF LEARNING

Role of the students	Role of the teacher
Transfer of learning in similar context	
Transfer of learning in different contexts	
Analysis of what took place <div data-bbox="118 1671 134 1818"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div>	

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