(1	Broad Areas of Learning						
	Health and Well-Being			Environmental Av Rights and Resp		ess and Consumer lities	
□ Personal and Career Planning				Citizenship and C	Comm	unity Life	
	Media Literacy						
Fo	ocus of development:						
	Cross-Curricular Competencies						
	INTELLECTUAL METHODOLOGIC	CAL	PERS	SONAL AND SOCI	AL	COMMUNICATION RELA	TED
	To use information — □ To adopt effective work methods	e <u> </u>		construct his/he entity	r <u> </u>	☐ To communicate appropriately	
	To solve problems To solve problems To use information and communication technologies			cooperate with			
	To exercise critical — judgment —						
	To use creativity						
3 ESL Competencies and Key Features							
	ESL Competencies and Key Features						
	ESL Competencies and Key Features TO ACT ON UNDERSTANDING OF TEXTS			TO COMMUNIC	CATE C	DRALLY IN ENGLISH	
			□ Lis	TO COMMUNIO		DRALLY IN ENGLISH	

Monitors own learning	Monitors own learning

TITLE:				
Description	Description:			
	_			
Cycle:	Cycle: Duration :			
6	Cross-Curricular Competencies	ESL Competencies		
Evaluatio n Criteria				

Evaluatio	
n	
means	

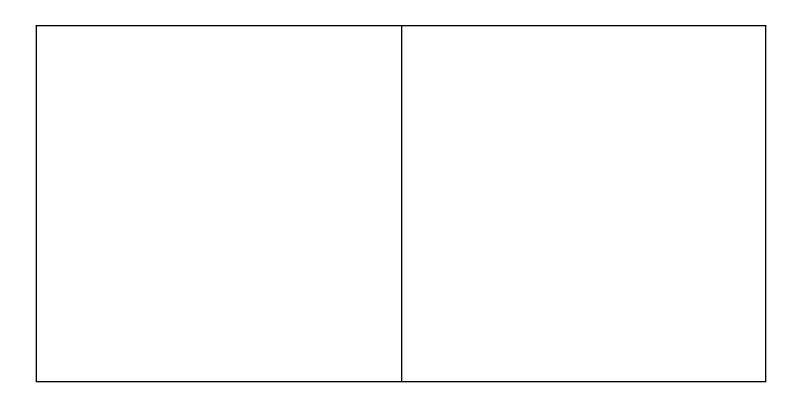
Essential Knowledge: The symbols used below refer to the Progression of Learning document. They show,					
for each element of learning, what is expected by the end of the school year.					
The Cycle One student: □ constructs new knowledge by gradually becoming aware of new language,					
	, language conventions, text components and cultural elements				
CONTEXTUA	AL LANGUAGE				
STRATEGIES	3				
A. Comper	nsatory strategies				
•					
B. B. Learr	ning strategies				
•					
Discovers (CULTURAL ELEMENTS through:				
(5)					
Materials					
needed					

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
----------------------	---------------------



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				

Template by Marilyn Lassire, Commission scolaire des Affluents and Anne Millette, Commission scolaire de Sorel-Tracy