

YEARLY PLANNING

SECONDARY CORE PROGRAM

→ [Secondary 1](#) → [Secondary 2](#) → [Secondary 3](#) → [Secondary 4](#) → [Secondary 5](#)

The following suggested Learning and Evaluation Situations, tasks and activities should be used for the level they are created for; consult the ESL team at your school to make sure the activities are not being used with another level. Some thought has been given to the placement of the material according to the progression of learning of certain elements and timeliness of the topic.

We would like to thank all the ESL teachers, consultants who have contributed their material so generously.. Visit the [Teacher Induction ESL](#) website regularly for more/new resources.

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Note: This is a dynamic document that will be continually updated. We recommend adding a shortcut to your Google Drive instead of making a copy.

YEARLY PLANNING: SECONDARY 1 CORE

PLANNING	LEARNING SITUATIONS, TASKS, ACTIVITIES	FOCUS Check out TG for info about essentials	FINAL TASK
SEPTEMBER	<ul style="list-style-type: none"> • Why Speak Another Language? Part 1 • Lesson on cognates Part 2 	<ul style="list-style-type: none"> • Goal setting; C1 and IRME • Strategies 	<ul style="list-style-type: none"> • Ss create a Vision Board
OCTOBER	<ul style="list-style-type: none"> • What Are the Secrets to Success? C1, C2, C3, Reinvestment task 	<ul style="list-style-type: none"> • Communication strategies • Reading/listening/writing checklists 	<ul style="list-style-type: none"> • Ss write a success story about each other, including the secrets to their success.
NOVEMBER	<ul style="list-style-type: none"> • Planning a Trip to Orlando Short guided C2 Reinvestment task 	<ul style="list-style-type: none"> • Constructing meaning/scanning • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss write an email in response to a message from a vacationing family.
	<ul style="list-style-type: none"> • Holidays and Traditions Around the World, C1, C3 	<ul style="list-style-type: none"> • Breakout game, 	<ul style="list-style-type: none"> • Ss describe a particular family tradition.
DECEMBER	<ul style="list-style-type: none"> • Ask an Expert About Bed Bugs C2 Reinvestment task 	<ul style="list-style-type: none"> • Mark It Up! Explicit lesson • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss write a response as an expert on bed bugs.
JANUARY	<ul style="list-style-type: none"> • What Are Your Hopes and Dreams C1, C2 	<ul style="list-style-type: none"> • Goal setting 	<ul style="list-style-type: none"> • Ss create an inspirational quote
	<ul style="list-style-type: none"> • Occupations-COSP C1, C2, C3 	<ul style="list-style-type: none"> • Contenu en orientation scolaire et professionnelle 	<ul style="list-style-type: none"> • Ss complete a job application.
FEBRUARY	<ul style="list-style-type: none"> • Pink Shirt Day (Sec 1-2-3) C1, C2, C3 	<ul style="list-style-type: none"> • Response process 	<ul style="list-style-type: none"> • Ss write an acrostic poem for a schoolwide PSD celebration.

MARCH	<ul style="list-style-type: none"> • My New Video Game C1, C2, C3 	<ul style="list-style-type: none"> • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss create a new video game.
APRIL	<ul style="list-style-type: none"> • Web of Deception: Surf Smart C1, C2 	<ul style="list-style-type: none"> • Reading and response to a comic strip 	<ul style="list-style-type: none"> • Ss take a survey about their online habits
MAY	<ul style="list-style-type: none"> • All About Canadian Money Stations C1-C2-C3 	<ul style="list-style-type: none"> • Response process • Writing process/Production process 	<ul style="list-style-type: none"> • Ss create a new \$1000 bill.
JUNE	<p>Lost in the Land of Dinosaurs and Ancient Reptiles C1, C2 Evaluation Tasks Ask your CP for access</p>	<ul style="list-style-type: none"> • Response process • Note-Taking • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss write a journal entry from the point of view of a scientist writing to herself
EXTRA	<ul style="list-style-type: none"> • My Shoes C1-C3 • English For Beginners C1-C3 • Activity: Introduction to Shakespeare C1-C2-C3 • LES: Does Birth Order Influence Personality? C1, C2, C3 	<p>Check out the documents for all levels at the end of the document.</p>	<p>Add your own activities here.</p> <ul style="list-style-type: none"> •

Authors and sources

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YEARLY PLANNING: SECONDARY 2 CORE

PLANNING	L _{earning} and E _{valuation} S _{ituations}	FOCUS Check out TG for info about essentials	FINAL TASK
SEPTEMBER	<ul style="list-style-type: none"> The Day I Was Born (C1-C3) 	<ul style="list-style-type: none"> C1 and IRME Strategies 	<ul style="list-style-type: none"> Ss produce a timeline of the major events in their life so far.
OCTOBER	<ul style="list-style-type: none"> Ask an Expert About Nails C2 reinvestment task 	<ul style="list-style-type: none"> Mark It Up! Explicit lesson Construct meaning using strategies Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> Ss write a response as an expert on nails..
NOVEMBER	<ul style="list-style-type: none"> Beyond Beauty Stations C1, C2, C3 	<ul style="list-style-type: none"> Constructing meaning through interactive learning stations 	<ul style="list-style-type: none"> Ss write a script (dialogue) for a silent video.
DECEMBER	<ul style="list-style-type: none"> Gum, Ageless Candy C1, C2, C3 	<ul style="list-style-type: none"> Construct meaning using strategies Plan/carry out a reinvestment task Production Process 	<ul style="list-style-type: none"> Ss create a poster describing their own original chewing gum.
JANUARY	<ul style="list-style-type: none"> The Present C1, C2, C3 	<ul style="list-style-type: none"> Video lesson Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss write a short apology letter (note) to "someone" that they once judged too quickly.
	<ul style="list-style-type: none"> Does it Spark Joy C1-C2 	<ul style="list-style-type: none"> Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss produce a Flipgrid video describing the process of decluttering an area of their home.
FEBRUARY	<ul style="list-style-type: none"> Pink Shirt Day (Sec 1-2-3) C1, C2, C3 	<ul style="list-style-type: none"> Response process 	<ul style="list-style-type: none"> Ss write an Anti-bullying Slogan for a schoolwide PSD celebration.
MARCH	<ul style="list-style-type: none"> Coming to a Table Near You C1, C2, C3 	<ul style="list-style-type: none"> Construct meaning using strategies Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> Ss create a public service announcement (PSA) on edible insects.

APRIL	<ul style="list-style-type: none"> • Survival 101 	<ul style="list-style-type: none"> • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss create a tip sheet about surviving in the forest
MAY	<ul style="list-style-type: none"> • The Power of Advertising C1, C2, C3 Author unknown 	<ul style="list-style-type: none"> • Communication strategies • Response Process • Writing Process 	<ul style="list-style-type: none"> • Ss create a TV ad.
JUNE	<ul style="list-style-type: none"> • PIP (C1-C3) 	<ul style="list-style-type: none"> • Video lesson • Response Process 	<ul style="list-style-type: none"> • Ss write a description of the last scene in the video.
EXTRA		<p>Check out the documents for all levels at the end of the document.</p>	<p>Add your own activities here.</p> <ul style="list-style-type: none"> •

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YEARLY PLANNING: SECONDARY 3 CORE

PLANNING	L _{earning} and E _{valuation} S _{ituations}	FOCUS Check out TG for info about essentials	FINAL TASK
SEPTEMBER	<ul style="list-style-type: none"> Traveling the English-Speaking World C1-C2-C3 	<ul style="list-style-type: none"> Construct meaning using strategies Guided planning/carrying out a reinvestment task 	<ol style="list-style-type: none"> Ss create a brochure promoting British cuisine. Ss create a tourist brochure promoting attractions in Los Angeles. Ss write a letter to their parents detailing their road trip in Ireland.
OCTOBER	<ul style="list-style-type: none"> The House C2 Reinvestment task 	<ul style="list-style-type: none"> Mark It Up! Explicit lesson Construct meaning using strategies Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> Ss write an email from the point of view of a real-estate agent in the practice and a letter from that of a police officer in the autonomous task.
NOVEMBER	<ul style="list-style-type: none"> Zombies Apocalypse: What to do in order to Survive C1-C2-C3) 	<ul style="list-style-type: none"> Constructing meaning through interactive learning stations 	<ul style="list-style-type: none"> Ss write a journal entry in Station G..
DECEMBER	<ul style="list-style-type: none"> Undone (C1-C3) 	<ul style="list-style-type: none"> Video lesson Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss create and explain in detail step-by-step instructions to help out a person with Alzheimer
JANUARY	<ul style="list-style-type: none"> Give Your Best Performance C1-C3 	<ul style="list-style-type: none"> Video lesson Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss write a motivational memo to a friend.
FEBRUARY	<ul style="list-style-type: none"> Pink Shirt Day (Sec 1-2-3) C1, C2, C3 	<ul style="list-style-type: none"> Response process 	<ul style="list-style-type: none"> Ss create a flashcard for an Anti-bullying slideshow for a schoolwide PSD celebration.

MARCH	<ul style="list-style-type: none"> • English at the museum (EducArt) C1, C2, possibly C3 	<ul style="list-style-type: none"> • Construct meaning using strategies • Response Process 	<ul style="list-style-type: none"> • Different Ideas for Writing – Street Child
APRIL	<ul style="list-style-type: none"> • Give Peace Another Chance C1, C2, C3 	<ul style="list-style-type: none"> • Construct meaning using strategies • Response Process • Production Process 	<ul style="list-style-type: none"> • Ss produce a persuasive poster about peace
MAY	<ul style="list-style-type: none"> • The Virtual Years C1 + possibly C3 	<ul style="list-style-type: none"> • Video lesson • Oral interaction 	<ul style="list-style-type: none"> • Ss could produce a video clip where they enumerate their goals for the upcoming summer. • Ss could write the different steps on how to achieve their goal
JUNE	<ul style="list-style-type: none"> • Evaluation Situation from Service Center 		
EXTRA	<ul style="list-style-type: none"> • Zombie Stations (C1, C2) • Hair Love (C1-C3) 	<p>Check out the documents for all levels at the end of the document.</p>	<p>Add your own activities here.</p> <ul style="list-style-type: none"> •

Authors and sources

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YEARLY PLANNING: SECONDARY 4 CORE

PLANNING	L _{earning} and E _{valuation} S _{ituations}	FOCUS Check out TG for info about essentials	FINAL TASK
SEPTEMBER	<ul style="list-style-type: none"> Social Dilemma: Is the technology connecting us also controlling us? C1-C2-C3 	<ul style="list-style-type: none"> Construct meaning using strategies Guided planning/carrying out a reinvestment task 	<ul style="list-style-type: none"> Students write an opinion letter
OCTOBER	<ul style="list-style-type: none"> Values to Live By C1-C2-C3 	<ul style="list-style-type: none"> Contenu en orientation scolaire et professionnelle Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss write a short journal entry about the values that are important to them.
NOVEMBER	<ul style="list-style-type: none"> Music Stations (In-class version) Music Stations (Online version) (C1-C2-C3) 	<ul style="list-style-type: none"> Constructing meaning through interactive learning stations 	<ul style="list-style-type: none"> Ss write a collaborative story of a few lines inspired by the type of music they are listening to.
DECEMBER	<ul style="list-style-type: none"> From Here, There is No Escape C1-C3 	<ul style="list-style-type: none"> Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss write the response to an interview.
JANUARY	<ul style="list-style-type: none"> Life After High School (in-class version) Life After High School (online version) C1-C2-C3 	<ul style="list-style-type: none"> Contenu en orientation scolaire et professionnelle Response Process Construct meaning using strategies 	<ul style="list-style-type: none"> Ss write a response to the following: Question 1: Would you consider turning your passion or hobby into a life-long career? Question 2: What would you do differently if you had to redo high school?
FEBRUARY	<ul style="list-style-type: none"> Coach Carter (movie) C1-C2-C3 	<ul style="list-style-type: none"> Constructs meaning, takes notes, and prepares for a reinvestment and writing task. 	<ul style="list-style-type: none"> Ss write an honour speech.

	<ul style="list-style-type: none"> • The Art of Hygge C1-C2-C3 	<ul style="list-style-type: none"> • Constructs meaning, discusses, takes notes, and prepares for a reinvestment and writing task. 	<ul style="list-style-type: none"> • SS write an advice letter.
MARCH	<ul style="list-style-type: none"> • Strangers on a Train C1-C2-C3 • PDF book 	<ul style="list-style-type: none"> • Response process • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Option 1::As part of his therapy in prison, Guy must write a letter to either Bruno or Myriam describing his feelings about what happened and his plans for the future. • Option 2:: Write an Epilogue (extra chapter) to the story describing what happens to Guy after his arrest.
APRIL	<ul style="list-style-type: none"> • Chain of Life C1-C2-C3) (Ask your CP for the training and documents) 	<ul style="list-style-type: none"> • Raising awareness for Organ Donation month • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss plan or outline a promotional tool for O.T.D. They are free to choose the way in which they will promote it: TV ad, magazine ad, poster, role-play, song, poem, CD cover, bookmark, magnet, etc.
MAY	<ul style="list-style-type: none"> • A Picture is Worth a Thousand Words C1, C3 	<ul style="list-style-type: none"> • Response Process • Writing Process 	<ul style="list-style-type: none"> • Ss write a news article based on the information they can gather from a news photo.
JUNE	<ul style="list-style-type: none"> • Evaluation Situation from Service Center 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
EXTRA	<ul style="list-style-type: none"> • Coach Carter (movie) C1-C2-C3 • DNA Journey C3 • Blind Accessibility of Beauty Products C1-C2 • Don't Put People in Boxes (stereotypes, judgment) C1 	<p>Check out the documents for all levels at the end of the document.</p>	<p>Add your own activities here.</p> <ul style="list-style-type: none"> •

Authors and sources

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YEARLY PLANNING: SECONDARY 5 CORE

PLANNING	L _{earning} and E _{valuation} S _{ituations}	FOCUS Check out TG for info about essentials	FINAL TASK
SEPTEMBER	<ul style="list-style-type: none"> • How I Survived High School C1-C3 	<ul style="list-style-type: none"> • Reflecting • giving advice 	<ul style="list-style-type: none"> • Students write a reflection about their experience in HS so far.
OCTOBER	<ul style="list-style-type: none"> • How Can We Stop Road Rage? (C1-C2-C3) (Reinvestment task) 	<ul style="list-style-type: none"> • Response Process • Construct meaning using strategies • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss produce a PSA about road rage.
NOVEMBER	<ul style="list-style-type: none"> • 007: James Bond Stations C1, C2, C3 	<ul style="list-style-type: none"> • Response Process • Constructing meaning through interactive learning stations 	<ul style="list-style-type: none"> • Ss write their opinion about who the next 007 should be.
DECEMBER	<ul style="list-style-type: none"> • The Best Job Ever C1, C2, C3 	<ul style="list-style-type: none"> • Contenu en orientation scolaire et professionnelle • Response Process • Construct meaning using strategies • Production Process 	<ul style="list-style-type: none"> • Ss create a movie or powerpoint to present their best job ever.
JANUARY	<ul style="list-style-type: none"> • Dear Future Me C3 	<ul style="list-style-type: none"> • Writing Process 	<ul style="list-style-type: none"> • Ss write a letter to their future self about what is happening in the world right now.

FEBRUARY	<ul style="list-style-type: none"> • A Prison within a Prison (C1-C2-C3) 	<ul style="list-style-type: none"> • Construct meaning using strategies • Response process 	<ul style="list-style-type: none"> • Ss write an opinion text in which they either agree or disagree with the concept of solitary confinement.
MARCH	<ul style="list-style-type: none"> • How to Write an Opinion Text (C3) 	<ul style="list-style-type: none"> • Preparation for the MEQ exam 	<ul style="list-style-type: none"> • Ss practise writing an opinion piece.
APRIL	<ul style="list-style-type: none"> • ESports Evaluation Situation C1-C3 	<ul style="list-style-type: none"> • Construct meaning using strategies • Writing Process 	<ul style="list-style-type: none"> • Ss write an opinion piece on a given question. 3 different versions are available for the teachers to use.
MAY	<ul style="list-style-type: none"> • <i>How Far is Too Far</i> (to have access, please refer to the BIM website or ask your CP). C1-C3 	<ul style="list-style-type: none"> • Construct meaning using strategies • discuss and negotiate understanding • Writing Process 	<ul style="list-style-type: none"> • Ss write an opinion text to answer one of two questions: <ol style="list-style-type: none"> 1. Do people deserve a second chance when they make a joke 2. Do people deserve a second chance when they play a prank that goes too far?
JUNE	<ul style="list-style-type: none"> • My Graduation Present C1 • C2 evaluation from Service center 	<ul style="list-style-type: none"> • Participation and Content of the message • Plan/carry out a reinvestment task 	<ul style="list-style-type: none"> • Ss participate in a discussion to convince their teacher to buy them a vehicle as a graduation gift.
EXTRA	<ul style="list-style-type: none"> • The Help (movie) C1-C2 • Anthem (free novel included) C1-C2-C3 • Men's Brain Vs Women's Brain (C1-C2) • World's Best Boss (C1-C2) • Be A Lady They Said (C1-C3) • We Believe, The Best Men Can Be (C1-C3) • World Press Photo (C1-C3) • Stand Up, Get Up (C1-C3) ES • Salem Witch Trials (C1-C2-C3) LES 	<p>Check out the documents for all levels at the end of the document</p>	<p>Add your own activities here.</p> <ul style="list-style-type: none"> •

Authors and sources

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SUPPLEMENTARY RESOURCES FOR ALL LEVELS

ALL LEVELS	CYCLE 1	CYCLE 2
<ul style="list-style-type: none"> • Days of the year (use this when students enter class in the morning for discussion or short writing prompts, create questions in link with the international day) • IRME + Conversation Questions Sec 1-2-3-4-5 • oral interaction prompts (oral interaction prompts to spark conversations and observe for C1) • 250 quality Conversation Starters, (nice oral interaction prompts to spark conversations and evaluate C1) • The Power of Routines in the ESL Classroom 	<ul style="list-style-type: none"> • Mark It Up! • Let's Talk! 	<ul style="list-style-type: none"> • Can You Write It? (different writing prompts) • What Would You Do? • Accountable Talk • Writing Bootcamp

<ul style="list-style-type: none"> • brain breaks (to use when you see your students need to move and energize themselves) • reading strategy (practice strategies and see how they will use them in the final evaluation) • 10 digital bell-ringer activities (This can inspire you to go further) • Hip Hop: Old School-New School • One Topic, Many Texts • Five Minutes to Go Part 1 • Five Minutes to Go Part 2 • The Best of Five Minutes to Go • The New Five Minutes to Go 		
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