

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va! 1*

## UNIT 1

### Galaxie virtuelle

Students learn about space travel and space missions in the context of a video game. They also learn the names of the nine planets in our solar system. Students review possessive adjectives, adverbs, conjunctions, the imperative, regular and irregular verbs, and how to use dictionary skills to determine the meaning of unknown words. Students write, illustrate and present a comic strip about a video arcade.

## ENGLISH

- **7e1** - *À ton tour* (livre p. 14) communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic
- **7e5** - *Tâche finale* (livre p. 15) produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations)
- **7e7** - *Tâche finale* (livre p. 15) revise and edit their work, focussing on content and elements of style independently and in collaboration with others
- **7e8** - *Tâche finale* (livre p. 15) proofread and correct their final drafts, focussing on grammar, punctuation, spelling, and conventions of style
- **7e11** - *Comment ça marche?* (livre p. 12, cahier p. 10) identify and name major parts of the sentence (e.g., subject, predicate, conjunctions)
- **7e14** - *Tâche finale* (livre p. 15) use a variety of sentences types (e.g., statements, exclamations, questions, commands) appropriately and effectively
- **7e21** - *Tâche finale* (livre p. 15) show a growing awareness of the expressiveness of words in their word choice

- **7e36** - *Stratégie de lecture* (livre p. 8), *À ton tour* (livre p. 14) select appropriate reading strategies (e.g., skim text for specific information, record key points and organize them in a sequence)
- **7e42** - *Stratégie de lecture* (livre p. 8), *Mots-clés* (livre p. 11, cahier pp. 5-6, 8-9, 14) use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques, use knowledge of word origins and derivations, consult dictionaries)
- **7e51** - *À ton tour* (livre p. 14), *Tâche finale* (livre p. 15) contribute and work constructively in groups
- **7e61** - *Tâche finale* (livre p. 15) rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion)
- **7e70** - *À ton tour* (livre p. 14), *Tâche finale* (livre p. 15) create a variety of media works (e.g., a comic strip, a video)

## MATH

- **7m81** - *À ton tour* (livre p. 14), *Tâche finale* (livre p. 15) systematically collect, organize, and analyse data

## THE ARTS DRAMA and DANCE

- **7a58** - Optional in *Tâche finale* (livre p. 15) create different interpretations of a single drama using available technology for performance (e.g., video camera, microphone, music)

## THE ARTS VISUAL ARTS

- **7a45** - *À ton tour* (livre p. 14), *Tâche finale* (livre p. 15) organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use variety, proportion)
- **7a46** - *À ton tour* and *Tâche finale* (livre pp. 14-15) produce two- and three-dimensional works of art (e.g., works involving media and techniques used in drawing) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## MULTIPLE INTELLIGENCE

Linguistic  
Visual/Spatial  
Logical

### LITERACY STRATEGIES

- Read aloud/response (livre pp. 8-11)
- Shared reading (livre pp. 8-11)
- Guided reading (livre pp. 8-11)
- Independent reading (livre pp. 8-11)
- Word knowledge (livre p. 11, cahier pp. 5, 6, 8)
- Modelled writing (livre pp. 14-15)
- Guided writing (livre pp. 14-15, cahier pp. 8, 9, 10, 11, 14)
- Independent writing (cahier p. 7)

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## UNIT 2

### Le rythme de la vie

Students create and present a rhythm, a song, and an ad for a CD of their song. The rhythm is created using everyday objects. Students learn how to use the imperative form of some - *er*, - *ir* and - *re* verbs. Students also learn to use *vouloir* and *pouvoir* in the present tense.

## ENGLISH

### Writing -

- **7e6** - *Tâche finale* (livre p. 29, cahier p. 30) produce media texts using writing and materials from other media (e.g., a poster, a multi-media presentation on an assigned topic)
- **7e7** - *À la tâche* (livre p. 23, cahier p. 23) revise and edit their work, focussing on content and elements of style, independently and in collaboration with others
- **7e36** - *Stratégie de lecture* (livre pp. 18, 24) select appropriate reading strategies
- **7e42** - *Stratégie de lecture* (livre pp. 18, 24), *Mots-clés* (livre pp. 19, 26, cahier pp. 16-17, 24, 27) use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques, use knowledge of word origins and derivations, consult dictionaries)
- **7e57** - (Throughout) regularly incorporate new vocabulary into discussions and presentations
- **7e61** - *Tâche finale* (livre p. 29) rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion)
- **7e70** - *Tâche finale* (livre p. 29) create a variety of media works (e.g., a class newspaper, a storyboard, a radio documentary)

## SCIENCE & TECHNOLOGY

- **7s81** - *À ton tour* (livre p. 23, cahier p. 23) design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them
- **7s82** - *À ton tour* (livre p. 23, cahier p. 23) demonstrate an understanding of the factors that must be considered in the designing and making of products that meet a specific need

## HEALTH & PHYS. ED.

- **7p20** - Teacher's Guide (Optional: *Un orage dans la forêt*, livre pp. 24-26) combine a variety of movement skills in games, gymnastics, dance and outdoor pursuits
- **7p23** - *À la tâche* (livre p. 23) move to external stimuli, using a variety of steps, sequences, directions, and hand actions (e.g., square dancing, doing fitness routines)

## THE ARTS DRAMA and DANCE

- **7a54** - Block 1 (livre pp. 18-20, cahier p. 18) interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques
- **7a55** - *À la tâche* (livre p. 23, cahier p. 23) create dance pieces, using a variety of techniques
- **7a62** - *À ton tour* (livre p. 23), *Tâche finale* (livre p. 29) explain the significance of the materials, props, costumes, and symbols used in drama and dance

**THE ARTS  
VISUAL ARTS**

- **7a35** - *À ton tour* (*livre* p. 23) produce two- and three-dimensional works of art that communicate a variety of ideas (e.g., thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms
- **7a44** - *À ton tour* (*livre* p. 23) use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music)

**THE ARTS  
MUSIC**

- **7a1** - *À la tâche* (*livre* p. 23, *cahier* p. 23) demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music
- **7a2** - *Introduction* and *Tâche finale* (*livre* pp. 20, 23, 29, *cahier* pp. 18, 24) sing and play instruments with expression and proper technique
- **7a3** - (*cahier* p. 29) use correctly the musical terminology associated with the specific expectations for this grade
- **7a5** - *À la tâche* (*livre* p. 23, *cahier* pp. 23-24) communicate their understanding and knowledge of music in appropriate ways
- **7a6** - Block 1 (*livre* pp. 18-19) identify and perform music of a variety of cultures and historical periods
- **7a24** - *Tâche finale* (*livre* p. 29) sing or play a variety of pieces expressively

**MULTIPLE INTELLIGENCES**

Musical/Rhythmic  
Bodily/Kinesthetic  
Intrapersonal  
Visual/Spatial

**LITERACY STRATEGIES**

- Read aloud/response (*livre* pp. 18-20, 24-26)
- Shared reading (*livre* pp. 18-20, 24-26)
- Guided reading (*livre* pp. 18-20, 24-26)
- Independent reading (*livre* pp. 18-20, 24-26)
- Word knowledge (*livre* pp. 19-26, *cahier* pp. 16-17, 20, 24, 27)
- Modelled writing (*livre* pp. 23, 29, *cahier* p. 21, 30)
- Shared writing (*livre* pp. 23, 29, *cahier* pp. 23, 30)
- Guided writing (*livre* pp. 23, 29, *cahier* pp. 19, 21, 22, 24, 26, 28)
- Independent writing (*cahier* pp. 18, 25)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va!* 1

## UNIT 3

### Les bons et les méchants

Students learn about good and bad microbes and their functions. Students create a series of information cards on various microbes, organize them according to a Venn diagram and present them to the rest of the class. They learn how to use possessive adjectives, the verb *devoir* and adjectives that precede the noun they describe. They also learn to use visual clues to enhance the comprehension of a text.

## ENGLISH

- **7e1** - *À la tâche* (livre p. 37, cahier p. 38) communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic
- **7e7** - *Tâche finale* (livre p. 49) revise and edit their work, focussing on content and elements of style (e.g., diction), independently and in collaboration with others
- **7e8** - *Tâche finale* (livre p. 49) proofread and correct their final drafts, focussing on grammar, punctuation, spelling, and conventions of style
- **7e26** - *Pour vérifier* (livre p. 34) read aloud, showing understanding of the material and awareness of the audience
- **7e36** - *Stratégie de lecture* (livre pp. 32, 38) select appropriate reading strategies
- **7e42** - *Stratégie de lecture* (livre pp. 32, 38), *Mots-clés* (livre pp. 34, 41, 46, cahier pp. 32-34, 39, 44-45, 51) use a variety of strategies to determine the meaning of unfamiliar words
- **7e59** - *Tâche finale* (livre p. 49, cahier p. 38) use analogies and comparisons to develop and clarify ideas

## MATH

- **7m81** - *Introduction* (livre pp. 34, 37) systematically collect, organize, and analyse data
- **7m85** - *Tâche finale* (livre p. 49) construct graphic organizers

## SCIENCE & TECHNOLOGY

- **7s1** - *À la tâche* (livre p. 44, cahier p. 48) demonstrate an understanding of the interactions of plants, animals, fungi and micro-organisms
- **7s5** - *À la tâche* (livre pp. 37- 44) identify populations of organisms within an ecosystem and the factors that contribute to their survival in that ecosystem
- **7s7** - (Optional) *Introduction* (livre p. 31) explain the importance of micro-organisms in recycling organic matter (e.g., as decomposers)
- **7s8** - *À la tâche* (livre p. 44, cahier p. 38) identify micro-organisms as beneficial and/or harmful
- **7s21** - *Pour vérifier* (livre p. 46) describe the conditions in an ecosystem that are essential to the growth and reproduction of micro-organisms and show the connections between these conditions and various aspects of the food supply for humans

## THE ARTS

### DRAMA and Dance

- **7a71** - *À ton tour* and *Tâche finale* (*livre* p. 49, *cahier* p. 49) communicate abstract ideas through drama and dance (e.g., create a movement composition that is inspired by a set of symbols)

## THE ARTS

### MUSIC

- **7a5** - Block 3 (*livre* p. 45, *cahier* p. 46) communicate their understanding and knowledge of music in appropriate ways
- **7a24** - Block 3 (*livre* p. 45, *cahier* p. 46) sing or play a variety of pieces expressively

## THE ARTS

### VISUAL ARTS

- **7a45** - *À ton tour* (*livre* p. 49, *cahier* p. 38) organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue)

## MULTIPLE INTELLIGENCES

Interpersonal  
 Mathematical  
 Logical  
 Musical/Rhythmic  
 Linguistic  
 Visual/Spatial

## LITERACY STRATEGIES

- Read aloud/response (*livre* pp. 32-34, 38-41, 45-46)
- Shared reading (*livre* pp. 32-34, 38-41, 45-46)
- Literacy circles (*livre* p. 37)
- Guided reading (*livre* pp. 32-34, 38-41, 45-46)
- Independent reading (*livre* pp. 32-34, 38-41, 45-46)
- Word knowledge (*livre* pp. 34, 41, 46  
*cahier* pp. 32-34, 37, 39, 51)
- Modelled writing (*livre* pp. 37, 44, *cahier* p. 38)
- Shared writing (*livre* p. 37)
- Guided writing (*livre* pp. 37, 44, 49  
*cahier* pp. 36, 41, 44-45, 47-50)
- Independent writing (*livre* pp. 37, 44, 49,  
*cahier* pp. 34, 38, 40-41, 43, 46)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va! 1*

## UNIT 4

### Au musée de cire

Students learn about wax museums and how wax figures are made. Students review the imperative, the verbs *vouloir*, *pouvoir* and *devoir*, adjectives that precede the noun and possessive adjectives. Students play the role of a tour guide in a wax museum and they present their chosen wax figure to the class.

## SCIENCE & TECHNOLOGY

- **7s80** - *Avant de lire*, Block 1 (*livre* pp. 52-55, *cahier* p. 55) demonstrate an understanding of the relationship between the effectiveness of structural forms and the forces that act on and within them
- **7s82** - *Avant de lire*, Block 1 (*livre* pp. 52-55, *cahier* p. 55) demonstrate an understanding of the factors that must be considered in the designing and making of products that meet a specific need

## ENGLISH

- **7e1** - *Tâche finale* (*livre* p. 59, *cahier* p. 62) communicate ideas and information for a variety of purposes (to report on observations) and to specific audiences, using forms appropriate for their purpose and topic
- **7e14** - *Tâche finale* (*livre* p. 59, *cahier* p. 62) use a variety of sentence types (e.g., statements, exclamations, questions, commands) appropriately and effectively
- **7e26** - *Tâche finale* (*livre* p. 59, *cahier* p. 62) read aloud, showing understanding of the material and awareness of the audience
- **7e36** - *Avant de lire* (*livre* p. 52), *Stratégie de lecture* (*livre* p. 52) select appropriate reading strategies
- **7e42** - *Stratégie de lecture* (*livre* p. 52), *Mots-clés* (*livre* p. 55, *cahier* pp. 53, 56) use a variety of strategies to determine the meaning of unfamiliar words
- **7e57** - (Throughout) regularly incorporate new vocabulary into discussions and presentations

## THE ARTS

### DANCE and DRAMA

- **7a60** - *Tâche finale* (*livre* p. 59, *cahier* p. 62) write in role in various forms (e.g., reports, speeches, interviews) showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed
- **7a62** - *Avant de lire* (*livre* p. 52) explain the significance of the materials, props, costumes, and symbols used in drama and dance

**THE ARTS**  
**VISUAL ARTS**

- **7a35** - *Tâche finale* (*livre* p. 59, *cahier* p. 62) produce two- and three-dimensional works of art that communicate a variety of ideas (e.g., thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms
- **7a44** - *À ton tour* (*livre* p. 59, *cahier* p. 61) use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music)
- **7a46** - *À ton tour* (*livre* p. 59, *cahier* p. 61) produce two- and three-dimensional works of art (e.g., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences
- **7a47** - Describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work

**MULTIPLE INTELLIGENCES**

Intrapersonal  
Linguistic  
Visual/Spatial

**LITERACY STRATEGIES**

- Read aloud/response (*livre* pp. 52-55)
- Shared reading (*livre* pp. 52-55)
- Guided reading (*livre* pp. 52-55)
- Independent reading (*livre* pp. 52-55)
- Word knowledge (*livre* p. 55, *cahier* pp. 53, 56)
- Modelled writing (*livre* p. 59, *cahier* pp. 60, 62)
- Guided writing (*livre* p. 59, *cahier* pp. 57-62)
- Independent writing (*livre* p. 59, *cahier* pp. 55-56, 61-62)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va! 1*

## UNIT 5

### Destinations d'hiver

Students learn about different activities at various winter destinations. Students learn how to use irregular adjectives, demonstrative adjectives and word families to identify unknown words in reading passages. Students create a brochure or a Web page on the destination of their choice.

## GEOGRAPHY

- **7g23** - *Introduction* and Block 1 (*livre* pp. 60-64) demonstrate an understanding of how physical patterns affect human activity
- **7g54** - (Optional) Describe the influence of natural resources on any country
- **7g61** - (Optional) Map locations of Canada's natural resources

## ENGLISH

- **7e1** - *À ton tour* (*livre* pp. 67, 73, *cahier* pp. 70, 77) communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic
- **7e2** - *À la tâche* (*livre* p. 67, *cahier* p. 71) use writing for various purposes and in a range of contexts, including school work
- **7e6** - *À ton tour* and *Tâche finale* (*livre* p. 73, *cahier* pp. 77-78) produce media texts using writing and materials from other media
- **7e8** - *Tâche finale* (*livre* p. 73, *cahier* p. 78) proofread and correct their final drafts, focussing on grammar, punctuation, spelling, and conventions of style
- **7e26** - *À ton tour* (*livre* p. 67, *cahier* p. 70) read aloud, showing understanding of the material and awareness of the audience
- **7e27** - *Avant de lire* (*livre* pp. 62, 68) read independently, selecting appropriate reading strategies
- **7e42** - *Stratégie de lecture* (*livre* pp. 62, 68), *Mots-clés* (*livre* pp. 64, 70, *cahier* pp. 64, 66-67, 71, 73, 76) use a variety of strategies to determine the meaning of unfamiliar words
- **7e61** - *À ton tour* (*livre* p. 67, *cahier* p. 70) rehearse and revise their material before making a presentation

## HEALTH & PHYS. ED.

- **7p32** - *Tâche finale* (Optional *livre* p. 73) identify the benefits of each component of physical fitness
- **7p35** - *Avant de lire* (Optional *livre* p. 68) follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety

**THE ARTS  
DRAMA and DANCE**

- **7a60** - *À ton tour* (*livre* p. 67, *cahier* p. 70) write in role in various forms (e.g., reports, speeches, interviews) showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed
- **7a65** - *À ton tour* and *Tâche finale* (*livre* pp. 67, 73, *cahier* pp. 70, 78) choose specific kinds of technology to enhance their drama and dance work, and explain their choices

**THE ARTS  
VISUAL ARTS**

- **7a35** - *À la tâche* and *Tâche finale* (*livre* pp. 67, 73, *cahier* pp. 71, 78) produce two- and three-dimensional works of art that communicate a variety of ideas (e.g., thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms
- **7a46** - *Tâche finale* (*livre* pp. 67, 73, *cahier* pp. 71, 78) produce two- and three-dimensional works of art (e.g., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

**MULTIPLE INTELLIGENCES**

Intrapersonal  
Naturalist  
Linguistic  
Visual/Spatial

**LITERACY STRATEGIES**

- Read aloud/response (*livre* pp. 62-64, 68-70)
- Shared reading (*livre* pp. 62-63, 68-70)
- Guided reading (*livre* pp. 62-63, 68-70)
- Independent reading (*livre* pp. 62-63, 68-70)
- Word knowledge (*livre* pp. 64, 70, *cahier* pp. 64, 66-67, 73, 76)
- Modelled writing (*livre* pp. 67, 73, *cahier* pp. 70-71, 77)
- Shared writing (*livre* p. 67, *cahier* p. 70)
- Guided writing (*livre* p. 73, *cahier* pp. 68-69, 74, 76, 78)
- Independent writing (*livre* pp. 67, 73, *cahier* pp. 65, 71-72, 78)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va! 1*

## UNIT 6

### Un monde pour tout le monde

Students learn about the five senses and assistive-technology devices, such as prosthetics, that help individuals with physical challenges. Students are introduced to individuals who have careers in helping people with prosthetic limbs. They learn how to use *aller* in the near future tense, how to ask questions using the inversion form, how to use prepositions and how to use cognates to identify words. Students invent and draw an assistive-technology device. They present it to the class in an interview situation.

## ENGLISH

- **7e1** - (Throughout) communicate ideas and information for a variety of purposes (e.g., to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic
- **7e7** - *Tâche finale* (livre p. 93) revise and edit their work, focussing on content and elements of style, independently and in collaboration with others
- **7e26** - Block 1-3 (livre pp. 76-79, 83-85, 89) read aloud, showing understanding of the material and awareness of the audience
- **7e36** - *Stratégie de lecture* (pp. 76, 83-89), *Comprends-tu?* (cahier pp. 82, 89, 95) select appropriate reading strategies
- **7e42** - *Stratégie de lecture* (livre pp. 76, 83, 89), *Mots-clés* (livre pp. 79, 85, 90, cahier pp. 80-83, 94-95) use a variety of strategies to determine the meaning of unfamiliar words
- **7e48** - *Tâche finale* (livre p. 93) ask questions and discuss different aspects of ideas in order to clarify their thinking
- **7e57** - (Throughout) regularly incorporate new vocabulary into discussions and presentations

## MATH

- **7m28** - *Tâche finale* (livre p. 93) demonstrate a verbal and written understanding of and ability to apply accurate measurement strategies that relate to their environment
- **7m54** - *Tâche finale* (livre p. 93) sketch front, top, and side views of three-dimensional figures with or without the use of a computer application
- **7m81** - *À la tâche* (livre p. 82) systematically collect, organize, and analyse data

## SCIENCE & TECHNOLOGY

- **7s80** - *À la tâche* (livre p. 82) demonstrate an understanding of the relationship between the effectiveness of structural forms and the forces that act on and within them
- **7s94** - *Tâche finale* (livre p. 93) communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, written notes, drawings and oral presentations
- **7s95** - Block 1 (livre pp. 76-79) tell the story of a product used everyday, identifying the need it meets

## HEALTH & PHYS. ED.

- **7p33** - *À la tâche* (livre p. 82) apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities
- **7p34** - *Avant de lire* (livre p. 76) transfer appropriate interpersonal skills (e.g., exhibiting respectful behaviour, co-operation) to new physical activities

## THE ARTS VISUAL ARTS

- **7a35** - *Tâche finale* (livre p. 93) produce two-and three-dimensional works of art that communicate a variety of ideas (e.g., thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms

## THE ARTS MUSIC

- **7a24** - Block 3 (livre p. 89) sing or play a variety of pieces expressively
- **7a31** - Block 3 (livre p. 90, cahier p. 95) communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media

## THE ARTS DRAMA and DANCE

- **7a59** - *À ton tour* (livre p. 82) demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements)
- **7a60** - *Tâche finale* (livre p. 93, cahier pp. 86, 90, 97) write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed

## MULTIPLE INTELLIGENCES

Intrapersonal  
Mathematical  
Linguistic  
Visual/Spatial  
Bodily/Kinesthetic

## LITERACY STRATEGIES

- Read aloud/response (livre pp. 76-79, 83-85, 89-90)
- Shared reading (livre pp. 76-79, 83-85, 89)
- Guided reading (livre pp. 76-79, 83-85, 89)
- Independent reading (livre pp. 76-79, 83-85, 89)
- Word knowledge (livre pp. 79, 85, 90, cahier pp. 80-81, 83, 94)
- Modelled writing (cahier pp. 86, 97)
- Shared writing (cahier pp. 86, 97)
- Guided writing (livre pp. 82, 88, 93, cahier pp. 84-85, 88, 90, 92, 98)
- Independent writing (livre pp. 82, 88, 93, cahier pp. 82, 89, 91, 95, 99)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va! 1*

## UNIT 7

### Une aventure souterraine

Students learn about underground caves, how to dress properly for cave exploration and how to use their five senses to explore a cave. They learn how to use the present tense of the irregular verbs *partir* and *sortir* and how to form the agreement of the verb with a compound subject. Students use visual cues to enhance comprehension of a reading selection. Students draw a cave scene, create a cross-sectional map of an underground cave and give directions to assist a friend in exploring a cave.

## ENGLISH

- **7e5** - *Tâche finale* (*livre* p. 103, *cahier* p. 110) produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., cross-sectional map, diagrams, illustrations)
- **7e7** - *Tâche finale* (*livre* p. 103, *cahier* p. 110) revise and edit their work, focussing on content and elements of style (e.g., diction), independently and in collaboration with others
- **7e14** - *Tâche finale* (*livre* p. 103, *cahier* p. 110) use a variety of sentence types (e.g., statements, exclamations, questions, commands) appropriately and effectively
- **7e26** - Block 1 (*livre* pp. 96-99) read aloud, showing understanding of the material and awareness of the audience
- **7e36** - *Stratégie de lecture* (*livre* p. 96) select appropriate reading strategies
- **7e42** - *Stratégie de lecture* (*livre* p. 96), *Mots-clés* (*livre* p. 99, *cahier* pp. 101-102, 108) use a variety of strategies to determine the meaning of unfamiliar words
- **7e57** - (Throughout) regularly incorporate new vocabulary into discussions and presentations appropriately and effectively

## MATH

- **7m54** - *Tâche finale* (Cross-sectional map *livre* p. 103, *cahier* p. 110) sketch front, top, and side views of three-dimensional figures with or without the use of a computer application

## SCIENCE & TECHNOLOGY

- **7s1** - *Avant de lire* (*livre* p. 96) demonstrate an understanding of the interactions of plants, animals, fungi and micro-organisms
- **7s11** - Block 1 (*livre* pp. 96-99) investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations
- **7s14** - *Introduction* and Block 1 (*livre* pp. 94-99) analyse through observation, evidence of geological change

**GEOGRAPHY**

- **7g10** - *Tâche finale* (livre p. 103, cahier p. 110) use appropriate vocabulary to describe their inquiries and observations
- **7g12** - *À ton tour* (livre p. 102, cahier p. 108) locate relevant information from a variety of primary sources and secondary sources (e.g., maps, diagrams, illustrations, CD-ROMs, Internet)
- **7g43** - *Tâche finale* (livre p. 103, cahier p. 110) draw cross-sectional diagrams

**HEALTH & PHYS. ED.**

- **7p35** - Optional discussion: *Avant de lire* (livre p. 96) follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety

**THE ARTS  
DRAMA and DANCE**

- **7a60** - Optional, *Tâche finale* enrichment (livre p. 103) write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed
- **7a67** - Optional, *Tâche finale* enrichment (livre p. 103) interpret and present scripts, paying attention to the subtext, characters, and setting

**THE ARTS  
VISUAL ARTS**

- **7a45** - *Tâche finale* (livre p. 103, cahier pp. 109-110) organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use proportion in an art work)

**MULTIPLE INTELLIGENCES**

Naturalist  
Visual/Spatial  
Linguistic  
Logical

**LITERACY STRATEGIES**

- Read aloud/response (livre pp. 96-99)
- Shared reading (livre pp. 96-99)
- Guided reading (livre pp. 96-99)
- Independent reading (livre pp. 96-99)
- Word knowledge (livre p. 99, cahier pp. 101, 108)
- Modelled writing (livre p. 103, cahier p. 110)
- Shared writing (livre pp. 102-103, cahier pp. 108, 110)
- Guided writing (livre pp. 102-103, cahier pp. 104-106, 108, 110)
- Independent writing (cahier p. 103)

# ONTARIO CROSS-CURRICULAR CORRELATION TO *On y va!* 1

## UNIT 8

### Tout est possible...

Students read about amazing buildings and structures from around the world and how nature has inspired many architects. Students imagine and design a structure of their own, and present it to the class. Students learn numbers 0 to 1000. They review demonstrative, irregular and qualifying adjectives which precede the noun. They also review the near future tense and verbs *vouloir*, *pouvoir* and *devoir*.

## MATH

- **7m11** - *Comment ça marche?* (livre p. 110) generate multiples and factors of given numbers
- **7m12** - Block 1 (livre pp. 106-109) explain numerical information in their own words and respond to numerical information in a variety of media
- **7m54** - *Tâche finale* (livre p. 123, cahier p. 131) sketch front, top, and side views of three-dimensional figures with or without the use of a computer application

## ENGLISH

- **7e1** - *À la tâche* (livre pp. 112, 119, cahier pp. 119, 125), *Tâche finale* (livre p. 123, cahier p. 131) communicate ideas and information for a variety of purposes (e.g., to report on observations) and to specific audiences, using forms appropriate for their purpose and topic
- **7e7** - *À la tâche* (livre pp. 112, 119, cahier pp. 119, 125), *Tâche finale* (livre p. 123, cahier p. 131) revise and edit their work, focussing on content and elements of style, independently and in collaboration with others
- **7e8** - *À la tâche* (livre pp. 112, 119, cahier pp. 119, 125), *Tâche finale* (livre p. 123, cahier p. 131) proofread and correct their final drafts, focussing on grammar, punctuation, spelling, and conventions of style
- **7e25** - Block 1 (livre pp. 106-109), Block 2 (livre pp. 113-115), Block 3 (livre pp. 120-121), read a variety of fiction and non-fiction materials (e.g., short stories, poetry, articles) for different purposes
- **7e36** - *Stratégies de lecture* (livre pp. 106, 113, 120) select appropriate reading strategies
- **7e42** - *Stratégies de lecture* (livre pp. 106, 113, 120), *Mots-clés* (livre pp. 109, 116, 121, cahier pp. 112, 116, 123, 126) use a variety of strategies to determine the meaning of unfamiliar words (e.g. use knowledge of word families, consult dictionaries)

## SCIENCE & TECHNOLOGY

- **7s80** - *Avant de lire* (livre p. 106) demonstrate an understanding of the relationship between the effectiveness of structural forms and the forces that act on and within them
- **7s81** - *Tâche finale* (livre p. 123, cahier p. 131) design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them
- **7s82** - *Avant de lire* (livre pp. 106, 113, 120) demonstrate an understanding of the factors that must be considered in the designing and making of products that meet a specific need
- **7s102** - *À la tâche* (livre pp. 112, 119, cahier pp. 119, 125), *Tâche finale* (livre p. 123, cahier p. 131) use their knowledge of materials in designing and making structures that will stand up to stress

## THE ARTS DANCE and DRAMA

- **7a67** - Block 3 (*livre* pp. 120-121, *cahier* p. 126) interpret and present scripts, paying attention to the subtext, characters, and setting

## THE ARTS VISUAL ARTS

- **7a35** - *Tâche finale* (*livre* p. 123, *cahier* p. 131) produce two- and three-dimensional works of art that communicate a variety of ideas (e.g., thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms
- **7a45** - *Tâche finale* (*livre* p. 123, *cahier* p. 131) organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use proportion - two point perspective)

## MULTIPLE INTELLIGENCES

Intrapersonal  
Visual/Spatial  
Mathematical  
Musical/Rhythmic  
Linguistic  
Naturalist

## LITERACY STRATEGIES

- Read aloud/response (*livre* pp. 106-109, 113-115, 120-121)
- Shared reading (*livre* pp. 106-109, 113-115, 120-121)
- Guided reading (*livre* pp. 106-109, 113-115, 120-121)
- Independent reading (*livre* pp. 106-109, 113-115, 120-121)
- Word knowledge (*livre* pp. 109, 116, 121, *cahier* pp. 112, 113, 116, 123)
- Modelled writing (*livre* pp. 112, 119, 123, *cahier* pp. 119, 124-125, 131)
- Shared writing (*livre* pp. 112, 119, 123, *cahier* pp. 119, 124-125, 131)
- Guided writing (*livre* pp. 112, 123, *cahier* pp. 117, 119, 121-122, 125, 127, 131)
- Independent writing (*livre* pp. 112, 123, *cahier* pp. 114-115, 119-120, 126, 130)