

## Rationale

Being able to communicate in both French and English, Canada's official languages, is desirable for all students in Newfoundland and Labrador. Learning French as a second language and learning about francophones promote an awareness of linguistic and cultural diversity. This helps foster an openness toward others, essential for full participation in today's bilingual, multicultural Canada and in the larger global, multilingual community. In Canada and elsewhere, the ability to communicate in a second language is an asset in finding employment. Most importantly, the study of a second language is an enriching educational experience, long recognized for its contributions to the social, emotional and intellectual development of learners. It fosters the development of problem-solving and creativity, and it prepares students for opportunities to learn a third or fourth language. Throughout the world, second language education is offered as part of a regular school program.

Intensive Core French began as a research project in 1998, in two school districts, and is now available as a provincial option to students in grade 6. The program is defined as an enrichment of the Core French program by the creation of a period of intensive exposure to French which enables students to receive in one school year up to four times the number of hours of instruction normally devoted to Core French. In Core French, and similarly in Intensive Core French, students participate in a language development program, emphasizing many of the skills found in English Language Arts. French as a second language study offers important opportunities to students in their quest to become literate, articulate, effective communicators in English and in French.

The Department of Education has identified a set of essential graduation learnings for all students graduating from high school. These learnings describe the knowledge, skills and values which prepare students for lifelong learning. The Intensive Core French program, as outlined in this curriculum guide, links Intensive Core French with the Essential Graduation Learnings. In addition to information on an outcomes-oriented approach, this document provides guidance on instruction, evaluation and resources. The resources, both suggested and recommended, and the suggested strategies for instruction and assessment, help teachers plan effective learning experiences for students.

Intensive Core French: A Curriculum Guide Grade 6 is available online at [www.gov.nl.ca/edu/](http://www.gov.nl.ca/edu/). The online version makes the guide more accessible to parents, publishers and curriculum developers, and to colleagues.

## Overview

In Newfoundland and Labrador, Grade 4 is the entry point to the authorized Core French program and the beginning of French instruction for most students. The program is an introductory one. More time is devoted to oral language development than to reading and writing. With an emphasis on communication, learners engage in experiences that help them explore relevant, interesting themes.

In all three elementary years, the program reflects the interests of the learners, and includes topics such as friends and family, animals and environment, food, sports and leisure, and school life.

In Grade 4, students are introduced to the language by means of listening and speaking. Since elementary students bring with them a knowledge of their first language, including reading and writing, some written communication is also possible. At Grade 5, students develop both oral and written communication through the reinforcement of introductory concepts of the previous year, the study of new themes, and the completion of new tasks. In Grade 6, the final year of the elementary cycle, there is continued consolidation and growth of student knowledge and skills as students prepare for the transition to the intermediate program. Throughout all three elementary grades, 80% of the program is devoted to oral communication and 20% to written communication.

In Intensive Core French, offered at Grade 6, students are provided additional opportunities to meet and surpass the outcomes of elementary Core French. French is the language of instruction, and communication is the focus of the program. Students are challenged to meet second language curriculum outcomes normally expected of grades or courses they would experience later in their schooling. Cooperative learning and technology integration are common elements of the project-based approach used in Intensive Core French.

**Definition of Terms**

The following terms are used throughout this document :

Text - any language event, whether oral, written or visual; a conversation, a poem, a poster, a video, are all examples of texts.

Authentic text or document - a document intended for a francophone audience (i.e. menu, newspaper, product label, advertisement, television or radio broadcast, map, brochure).

Language modes - listening and speaking; reading and viewing, writing and other ways of representing.

Program - the provincially authorized curriculum set out in this guide.

