

## Essential Graduation Learnings and Intensive Core French

The Essential Graduation Learnings describe the knowledge, skills and values expected of all students who graduate from the school system of Newfoundland and Labrador. The Essential Graduation Learnings provide the framework for the development of prescribed school programs.

### Aesthetic Expression

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Aesthetic expression encourages learning in and about the arts and highlights the contribution of the arts to society. Intensive Core French learners use various art forms to express their ideas and feelings. Drawing, painting, sketching, songs, rhymes, short plays, cartoons, poems and other types of art are included in the Intensive Core French program.

### Citizenship

*Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Language and culture are linked to citizenship. The Intensive Core French program promotes recognition of the multicultural nature of our country and encourages learners to develop respect for others. Learning French and learning about francophones help students gain a better understanding of Canada's bilingual identity. In Intensive Core French, students learn about Canada's official languages, identify aspects of children's culture and discover elements of francophone culture in Newfoundland and Labrador.

### Communication

*Graduates will be able to use the listening, viewing, speaking, reading and writing strands of language(s), and other ways of representing, as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.*

Communication is the main focus of the Intensive French program. Students in Intensive French classes explore, express and reflect on ideas, knowledge, perceptions and feelings.

Elementary students use all modes of language to explore topics of interest. Curriculum outcomes, especially those which focus on language learning strategies, enable students to strengthen their communication skills in English.

### **Personal Development**

*Graduates will be able to continue to learn and pursue an active, healthy lifestyle.*

Learning a language is a social activity which develops personal and interpersonal skills. The Intensive Core French program promotes responsible decision-making, healthy lifestyles, intellectual curiosity and risk-taking. The program assists students to develop lifelong learning strategies which promote independence in new situations.

### **Problem Solving**

*Graduates will be able to use the strategies and processes needed to solve a variety of problems, including those requiring language, and mathematical and scientific concepts.*

Problem solving is the basis of second language learning. In the Intensive Core French program, students use strategies and processes to access information, to clarify and negotiate meaning, to give opinions and to cope effectively in unfamiliar situations. Working alone and with others, students apply critical, analytical and creative thinking skills to communicate in different ways in a variety of situations.

### **Technological Competence**

*Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Technological competence is an essential element of schooling. In Intensive Core French at Grade 6, students see and use many forms of technology. They use the Internet to access information and to communicate. French keypals, the use of French software, videos and websites are all examples of how computer, audio and video technology may be integrated in the Intensive Core French learning environment.

### **Spiritual and Moral Development**

*Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

In the Intensive Core French program, students explore another culture. They come to appreciate the traditions and values of others, as well as those of their own cultural community. Students identify ways in which they are similar to, and different from, francophones. For example, elementary students learn the songs, rhymes and games of their peers in other parts of Canada. They also recognize the benefits of living in a bilingual, multicultural country.

## An Outcomes-Oriented Approach

### An Outcomes-Oriented Approach

Essential Graduation Learnings provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. **General curriculum outcomes** link subject areas to the essential graduation learnings and provide an overview of the expectations of student performance. **Keystage outcomes** identify what is expected of students at the end of a level of schooling. **Specific curriculum outcomes** set out what is expected of students by the end of a grade or course.

Curriculum outcomes inform teachers, parents and students. Outcomes guide educators in selecting resources and instructional strategies and they provide a framework to monitor student progress and achievement. Keystage outcomes for Core French Grades 4 to Grade 12 are included in Appendix A.

### Outcomes and Language Learning

Language learning is a cumulative process; thus, outcomes overlap from theme to theme, unit to unit and year to year. From grade to grade, language notions and patterns become more complex. The progression in language learning is communicated by the depth of treatment, the level of difficulty, and by the nature of the task. Concepts and outcomes introduced at the elementary level are further developed in the intermediate and high school years.

## Program Design

### Program Design

In the Intensive Core French program, as in the Elementary Core French program, outcomes are organized around strands:

- communication
- culture
- general language education

### Intensive Core French

Intensive Core French possesses essential characteristics which contribute to effective second language learning:

- a period of intensive study
- a focus on language learning
- an emphasis on the development of literacy skills
- the use of the target language as a means of authentic communication
- an emphasis on project based pedagogy linked to student interests
- an emphasis on interactive activities
- an emphasis on spontaneous communication

### **Communication**

In Intensive Core French, students participate in meaningful tasks designed to help them learn to communicate in French. Meaningful tasks are the starting point for learning. These tasks and projects are presented through themes linked to the life experiences, interests and abilities of the learners.

Learning a second language shares many similarities with learning a first language: the emphasis is on communicating a message. Students bring life experiences and prior language knowledge to the second language learning process.

In a communicative approach, language is a tool for communication. The task or activity determines the language elements required by students and these elements are introduced accordingly.

At an early stage, students need to develop the abilities to acquire and use information from authentic French-language sources. Teachers select resources for this purpose, and ensure these resources are appropriate to the interests and age of the students.

Students need to experience and enjoy language through creative expression - songs, poems, drama, music, and illustrations. In the Intensive Core French program, students have opportunities to listen to, view and read creative works, and to respond to them personally.

### **Culture**

Students need to understand the links between language and culture, both in their own lives and with respect to francophone groups in Newfoundland and Labrador, Canada and elsewhere. In Intensive Core French, students explore aspects of culture that touch everyday life. They become aware of the presence of French in Newfoundland and Labrador, throughout Canada and around the world.

### **General Language Education**

Students need to know how to learn. In Intensive Core French, they identify and use language learning strategies, learn how to work independently and with others, and reflect on their progress. Elements of general language education, as identified by the National Core French Study (1990), enable students to link learning a second language with other aspects of their schooling.

## Program Content

### Program Content

The strands of communication, culture and general language education in Intensive Core French are developed through topics. These topics may include:

- family, friends, self
- hobbies, interests, sports, adventures
- clothing
- animals, pets, nature, environment, weather, seasons
- music, arts
- school, community
- holidays, special events, celebrations, calendar
- health, food, nutrition
- travel and transportation
- Canada and the world

These topics can be organized under the following themes:

- Moi
- Les animaux
- La technologie
- Autour du monde
- C'est l'hiver

Teachers are encouraged to use these and/or other themes according to the interests of their students.

Vocabulary such as numbers, classrooms expressions, colours and greetings should be incorporated as appropriate and reviewed often. Specific language structures are introduced, as they are needed for the student to complete a task.

## Using this Curriculum Guide

Grade level outcomes, and suggestions for teaching, assessment, and resources are intended to assist teachers with planning and organizing an effective Intensive Core French program. While teaching and assessment suggestions accompany each outcome, in practice, several outcomes are often addressed together through an activity, project or process.

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

Specific Curriculum Outcomes	Teaching suggestions
<i>At the end of the program, students will be expected to :</i>	
1.1 participate in classroom routines and activities conducted in French, demonstrating spontaneity and comfort with familiar phrases and topics	Provide models of new routines Provide models of common phrases and questions Encourage spontaneous classroom discussion as appropriate (discussion, interviews, conversations)
1.2 use gestures and features of voice (tone, rhythm of speech, intonation) to help clarify meaning in conversations and presentations	Encourage use of visuals, verbal, body language and intonation cues Encourage use of non-verbal communication strategies Demonstrate orally how a change of intonation can affect meaning Provide opportunities to practise using voice and gestures
1.3 ask for information, assistance or service	Model expressions that ask for information, assistance or service Provide frequent practice opportunities by role playing, conducting interviews, conversations
1.4 demonstrate comprehension of a range of texts using various ways of representing	Provide a range of texts such as poetry, narrative, information and visual texts Organize listening activities which give practice in identifying main ideas Have students provide brief summaries of main ideas or events Have students support their ideas with contextual information Model how to identify main ideas in oral and written texts (title, content, key words) Have students represent the main idea of oral and written texts Provide visuals based on an oral or written text Use a variety of questions (Bloom's taxonomy)

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

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### Assessment

Observation

Complete a daily checklist of student participation

Provide opportunities for students to complete peer and self assessments

Observation

Include voice, gestures and tone as criteria for success, in rubrics used to assess oral presentations (presentations may include poetry, drama, readers theatre, choral reading, singing)

Record evidence of language creation, retelling, risk-taking and reusing

Record evaluation of interviews

Observe and note strategies for getting assistance, information or service used when students work in pair and small groups

Observation

Use Rubrics

Variety of question

Assess the retelling of an oral or written text

### Resources

Teacher-made posters (Theme related)

Student-made posters

*Invitation à la lecture*

Classroom library

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

Specific Curriculum Outcomes	Teaching suggestions
<i>At the end of the program, students will be expected to :</i>	
1.5 express, with support, needs, desires, opinions, likes and dislikes in oral, and written form	Observe in students' journals the use of vocabulary and expressions for expressing their opinions and needs and provide feedback as required Initiate classroom discussions, surveys and interviews Use games, activities and surveys that require students to state and support preferences, likes and dislikes, feelings
1.6 read aloud texts with comprehensible pronunciation and fluency	Organize buddy reading, reader's theatre, paired reading, individual reading Have students read to another, younger class of students of the school Encourage shared reading
1.7 predict meaning of a text by identifying contextual clues (opening paragraph, illustrations...)	Use visuals such as pictures, cartoons, drawings Have students predict events Encourage students to give reasons for their predictions Use brainstorming activities
1.8 read texts for enjoyment and information, and respond to such texts in ways that involve general knowledge and personal experience	Organize various reading programs, where students work individually and in pairs Organize a take-home reading program Prepare sample book reviews Lead a general group discussion on books which have been read Have students prepare journal entries pertaining to books Guide discussions to allow students to integrate personal experiences Conduct a book rap Have students use appropriate graphic organizers Have students keep reading log

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

### Assessment

Record evidence of individual expressions, emotions, opinions and accompanying support

Record responses

Note the use of the appropriate vocabulary and expressions to state opinions and needs

Record intonation and rhythm in oral production using a checklist

Record student responses

Ask students about previous responses, given by other students

Identify logical predictions (with contextual supports given by students)

Ask students to identify the clues used to predict meaning

Have students do:

- book reports
- short answer questions, orally and in writing
- presentations based on texts read
- a role play based on a text
- a dramatization of a scene

Make anecdotal comments in student journal

Note the level of difficulty of books read by a student and recommend more difficult or less difficult titles, as appropriate

### Resources

Classroom collections of art, books, music, magazines

Classroom resources: readers, books, magazines, cartoons

Graphic organizers various texts and visuals

*Invitation à la lecture*

*Je peux lire*

Classroom library

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

### Specific Curriculum Outcomes

### Teaching suggestions

*At the end of the program, students will be expected to :*

- |      |  |   |
|------|--|---|
| 1.9  | respond personally to a range of oral, written and visual texts          | <p>Provide opportunities for students to express opinions, likes and dislikes and make personal connections to texts</p> <p>Journal writing</p> <p>Visuals representations (drawing, painting, music, sculpting...)</p> <p>A simple book, talk</p> <p>Oral and written responses</p>  |
| 1.10 | represent the main idea of a story in oral and written form              | <p>Model for students how to identify who, what, where and why in a story</p> <p>Have students integrate art into their stories, journals</p> <p>In small groups, ask students to identify the who, what, when, where and why in a story. Ask them to identify which of these is the most important in this particular story. Ask them to choose a way to represent the main idea of this story</p> <p>Create cartoons or short story summaries</p>   |
| 1.11 | describe people, places, events and experiences in oral and written form | <p>Use a variety of questioning techniques, gestures and visuals to help students communicate information about people, places and events</p> <p>Have students do detailed descriptions, with qualifiers, connectors and descriptive phrases</p> <p>Organize tasks requiring personalized descriptions, plays, journals, games, invitations, news, surveys, poems</p> <p>Have students sequence images and describe them</p> <p>Have students describe events going on in school</p> <p>Have students create and present recipes demonstrating sequencing</p> |

## General Curriculum Outcome - Communication

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### Assessment

Peer-assessment

Journal writing

Assessment of student projects

Have students keep a portfolio

Use rubrics

When students represent a story, note if they captured the main idea and used appropriate vocabulary and expressions to do so

Assess oral and written presentations using rubrics

### Resources

Classroom resources: books, videos, magazines

Authorized Art resources, elementary level

Classroom resources: books

Authorized resources for Art, elementary level

Texts from authentic sources

Classroom library

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

### Specific Curriculum Outcomes

### Teaching suggestions

*At the end of the program, students will be expected to :*

- |   |  |
|---|--|
| 1.12 create texts independently and collaboratively in different modes and a variety of forms using the writing process | <p>Introduce students to various forms of written and media texts through reading aloud, shared reading, and independent reading</p> <p>Demonstrate the processes of brainstorming, modeling, revising, conferencing, editing (pay attention to conventions such as capitals, punctuations, accents, agreements)</p> <p>Teach note taking, drafting, editing, revising, rewriting, and producing a final copy as components of writing process</p> <p>Encourage self, peer and group editing</p> |
| 1.13 complete an authentic task, based on authentic sources (adapted with supports)                                     | <p>Have students draw ideas from authentic texts</p> <p>Encourage retelling, paraphrasing</p> <p>Use small group work, discussions, question and answer to assist with understanding of texts</p> <p>With students, develop a list of questions to be answered in order to acquire information to complete a task. These questions can then be used as a guide to aid the students in reading for information</p>  |
| 1.14 gather and organize information on a topic of interest using information adapted from suitable resources           | <p>Have students do research projects based using authentic sources and present their research</p> <p>Use of graphic organizers such as K-W-L or appropriate matrices</p>  |
| 1.15 complete an oral or written task based on research   | <p>Have students create a short biography or biography card on person of interest</p> <p>Have students create</p> <ul style="list-style-type: none"> <li>• picture book</li> <li>• brochure</li> <li>• poster</li> <li>• news article or brief report</li> <li>• other visual presentation</li> </ul>  |

## General Curriculum Outcome - Communication

Students will use French to establish and maintain relationships, to share ideas and to get things done.

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### Assessment

Student teacher conferences  
 Keep a portfolio of student work, representing various stages of writing process  
 Develop and use rubrics to assess final projects for written presentations

Keep a portfolio

Develop and use rubrics to assess oral and written presentations

Use a rubric to assess students written or oral production

### Resources

English Language Arts Curriculum Guide  
 Grades 4-6, 1998

Authentic materials chosen from  
 magazines, publicity, recordings

Suitable Internet sites  
 Maps, magazines, newspapers  
 Reading resources  
 Coup d'oeil

Reading resources  
 Internet sites  
 Media resources

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

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### Specific Curriculum Outcomes

### Teaching suggestions

*At the end of the program, students will be expected to :*

- |     |   |  |
|-----|---|--|
| 2.1 | recite and sing Canada's national anthem in French                      | Encourage students to perform the national anthem as a part of opening exercises in concerts and assemblies<br>Create an O Canada banner for the school<br>Have students prepare posters related to the national anthem  |
| 2.2 | identify the benefits of speaking French as a second language in Canada | Brainstorm reasons for learning French as a second language<br>Set up a pen-pal program with francophones within or outside of Canada<br>Organize a visit or an exchange to a francophone area<br>Have students represent the benefits of the Intensive Core French program<br>Have students prepare posters promoting the study of French<br>Discuss places where they have used French<br>Invite guests to speak about their own language learning and cultural experiences<br>Highlight benefits such as personal enrichment, career opportunities, summer jobs, new friends, travel, learning other languages, greater access to films, books, impact on English language skills |

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

### Assessment

Record teacher observations with respect to participation

Record teacher observations  
Complete a peer-assessment checklists  
Use teacher created rubrics

### Resources

Canadian flag

*www.cpf.ca*  
Guest speakers  
Videos  
Websites  
Posters  
*Proud of Two Languages* - [www.cpf.ca](http://www.cpf.ca)  
(Office of the Commissioner of Official Languages)  
Lyrics of “O’Canada”  
Recording of “O’Canada”

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

Specific Curriculum Outcomes	Teaching suggestions
<i>At the end of the program, students will be expected to :</i>	
2.3 demonstrate an awareness of the bilingual and multicultural nature of Canada	<p>Make links to the prescribed Grade 6 Social Studies Curriculum</p> <p>Provide magazines and other materials for a theme collage on multiculturalism</p> <p>Invite guests from different cultural backgrounds to speak to class</p> <p>Organize an exchange visit to a French-speaking area</p> <p>Participate in a penpal project</p>
2.4 identify the importance of French as an official language of Canada and the contribution of francophones to Canada's heritage <ul style="list-style-type: none"> <li>• identify francophone regions of Canada</li> <li>• identify prominent French-speaking Canadians</li> </ul>	<p>Brainstorm francophone places in Canada</p> <p>Brainstorm about and do research on areas in Canada where French is spoken</p> <p>Brainstorm/research prominent francophone Canadians</p> <p>Emphasize various aspects of culture and highlight francophone contributions (politics, arts, music, literature, sports, film)</p> <p>Play "20 questions" based on francophone Canadians</p> <p>Discuss places where French is spoken in Newfoundland and Labrador</p>
2.5 identify selected works of several French Canadian and other francophone artists (musicians, visual artists, authors)	<p>Listen to and discuss francophone musicians and singers</p> <p>View the works by French visual artists</p> <p>Read the poetry of various francophone poets</p> <p>Play "20 questions" based on francophone artists</p> <p>Journal entries</p>

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

### Assessment

Record teacher observations  
Use rubrics

Record teacher observations  
Use a rubric to assess written and oral presentations  
Have students complete a self-assessment of their knowledge and appreciation of the francophone contribution to Canadian culture and history

Record observations of the discussions  
Record teacher observations

### Resources

Guest speakers  
Videos  
Websites  
Posters  
*Lire davantage*  
*Society for Educational Visits and Exchanges in Canada (SEVEC)*  
Grade 6 Social Studies Curriculum  
Multicultural calendars

*Les Symboles du Canada*  
Maps of Canada and the world  
*Minutes du patrimoine -*  
*www.histori.ca*  
*www.pch.gc.ca* and other government sites  
(for teacher reference)

Classroom collections: music, books, songs  
Internet

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

Specific Curriculum Outcomes	Teaching suggestions
<p><i>At the end of the program, students will be expected to :</i></p>	
<p>2.6 identify similarities and differences (customs, behaviour patterns and social conventions) between their own lives and those of francophone children in Canada and around the world</p>	<p>Research celebrations, festivals, carnivals in francophone cultures and note those common to our own</p> <p>Have students create labels for the classroom calendar which mark various francophone celebrations</p> <p>Identify francophone regions around the world</p> <p>Plan and present a francophone celebration</p> <p>Plan a class exchange or visit to a francophone community</p> <p>Set up a keypal/penpal system with a francophone group</p> <p>Identify customs and conventions that differ from one culture to another (forms of greeting, handshakes, bows, kisses)</p> <p>Identify cultural practices (vous/tu, est-ce que/inversion)</p> <p>Have students role play several scenarios demonstrating appropriate conventions to use in a situation</p>
<p>2.7 demonstrate an awareness of and the use of cultural idioms and nuances in spoken French (il fait beau/il est beau; j'ai un chat dans la gorge)</p>	<p>Maintain a log of new idiomatic phrases and expressions</p> <p>Create humorous posters or bookmarks for idiomatic phrases (avoir un chat dans la gorge)</p> <p>Integrate common idiomatic expressions where possible</p>

## General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.

### Assessment

Record teacher observations of student participation  
 Use a rubric to assess posters and labels around the classroom  
 (Use teacher, self and peer assessments for the student committee work on celebration planning)

Record teacher observations of class discussions  
 Record spontaneous, unsolicited use of idioms and proverbs in general discussions  
 Use teacher- and self-assessments for the idiomatic phrase poster

### Resources

Videos  
 Public brochures  
 Websites  
*Society for Educational Visits and Exchanges in Canada (SEVEC)*  
 World and Canadian maps

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

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### Specific Curriculum Outcomes

### Teaching suggestions

*At the end of the program, students will be expected to :*

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|--|--|
| 3.1 use a French/English dictionary and other reference sources                              | Help students use a glossary, French/English dictionaries, websites, maps and charts<br>Teach dictionary skills, alphabetical order, dictionary abbreviations, gender, number, and parts of speech<br>Introduce the skill of taking notes using authentic sources<br>Encourage students to keep a personal dictionary  |
| 3.2 identify and use the sounds and symbols of the French language                           | Organize post reading activities that assist in the recognition of the relationship between oral and written forms of language (identify rhyming words in songs or poems)<br>Use tongue twisters, create charts, develop songs<br>Keep a word wall<br>Discuss the use of and importance of accents in French<br>Use readers theatre, read aloud, choral reading, buddy reading |
| 3.3 work individually, in pairs and in groups to create oral, written and visual productions | Use a variety of student groupings<br>Use cooperative learning structures such as think-pair-share, rally table, rally robin, round table, round robin<br>Teach role assignment (le motivateur, le porte-parole, le secrétaire, le gardien du temps)   |

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

### Assessment

### Resources

Record teacher observations of reference use of authentic texts

Maps of Canada, the world

Atlas

Dictionaries

Record teacher observations

Classroom collection of songs, poems, music, and reading

Monitor and assess reading activities (readers' theatre, choral reading, buddy reading)

Fun French plays, Matt/Wendy Marvell

Assess poetry or songs produced by pairs and groups

Record teacher observations of the group process at work

Internet

Have students complete peer assessment

Reading resources, games, music

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

Specific Curriculum Outcomes	Teaching suggestions
<i>At the end of the program, students will be expected to :</i>	
3.4 follow oral and written instructions containing familiar and unfamiliar vocabulary and structures	Provide models to help students cope with new and challenging situations (just outside the comfort zone) Reuse previously learned structures, visual and non-visual cues Review previously learned material when assigning tasks, arranging groups or completing projects Visit French language websites and allow students to navigate the pages
3.5 communicate using a variety of strategies	Brainstorm various forms of communication (gestures, facial expressions, visual cues) Encourage circumlocution Encourage students to ask for clarification Avoid use of English Promote a supportive non-threatening environment to encourage risk-taking Explain how taking a risk in language learning is really “intelligent guessing”
3.6 complete self-assessments	Demonstrate the types of self-assessments to be used (charts, grids, rating scales) Ensure that students understand that their self-assessments are important and are part of the final assessment of their work Ensure students understand assessment instruments Provide ample time for reflection at the end of a project or a unit
3.7 negotiate meaning in unfamiliar situations, using various language learning techniques	Use circumlocution and rephrasing Help students recognize cognates, Model the use of language learning strategies Avoid use of English

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

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### Assessment

### Resources

Record teacher observations of student comprehension by means of periodic questioning and checking

Selected posters

Record teacher observations of student language usage in class including spontaneous, unsolicited efforts

Conference with students to discuss performance

Teacher-made and commercially available checklists and rating scales

Record teacher observations of student strategies and attempts to negotiate meaning

Record teacher observations of spontaneous, student-initiated use of these techniques

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

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### Specific Curriculum Outcomes

### Teaching suggestions

*At the end of the program, students will be expected to :*

3.8 recognize the importance of error correction in oral and written form

Demonstrate the importance of detecting errors (il a un chien/il est un chien) and correcting them

Peer Editing

## General Curriculum Outcome - General Language Education

Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.

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### Assessment

### Resources

Plan student/teacher conferencing to discuss the assessments

Monitor student use of self-assessment instruments

Assess student writing using pre- and post-revision samples

