

Essential Graduation Learnings

School programs in Newfoundland and Labrador are designed to contribute to the achievement of the Essential Graduation Learnings (EGLs) and to the preparation of students for lifelong learning. Essential Graduation Learnings describe the knowledge, skills and values expected of all students who graduate from high school.

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. Core French learners use art, songs, rhymes, short plays, cartoons, poems and other representations to express their ideas and feelings.

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. Learning French and learning about francophones make it possible to better understand Canada's bilingual reality. Core French promotes recognition of the multicultural nature of our country and encourages learners to develop respect for others.

Communication

Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Communication is the main focus of the Core French program and all curriculum outcomes contribute to this essential graduation learning.

Personal Development

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

Learning a language is a social activity that develops personal and interpersonal skills. The Core French program is based on the

Problem Solving

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

Problem solving is the basis of second language learning. In Core French, students use strategies and processes to access information, to clarify and negotiate meaning, to give opinions, and to cope effectively in unfamiliar situations. Students apply critical, analytical and creative thinking skills to communicate in different ways and in varying circumstances.

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 Core French students have opportunities to use different forms of technology. Students use the Internet to access information and to communicate with others.

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 Core French, students explore another culture. They have opportunities to appreciate the values and traditions of both their own and other cultural communities. Students identify ways in which they are similar to, and different from, francophones.

An Outcomes - Oriented Approach

Prescribed curriculum is defined by three levels of outcomes. **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 at the end of a level of schooling; for example, the intermediate level. **Specific curriculum outcomes** state what is expected of students at the end of a grade or course.

Curriculum outcomes inform teachers, parents and students. They assist educators in selecting learning resources and

Language Learning Outcomes

Language learning is a process. For this reason, language learning outcomes tend to overlap from year to year. From grade to grade, language notions and patterns become more complex. The progression in language learning is communicated by depth of treatment, degree of difficulty, and complexity of the task. Over time, students focus on expanding and refining their proficiency and competence. Concepts introduced at the elementary level are developed further in the intermediate and high school years.

Program Design

In Core French 7-9, outcomes are organized around strands:

- communication (including acquiring information and experiencing creative works)
- culture
- general language education

Communication

Students use language as a tool for communication. A task or activity determines the language elements required and these are introduced accordingly. Language, including pronunciation, spelling and structure, is learned gradually over the term of second language instruction.

Culture

Students explore relationships between language and culture, both in their own lives and in the lives of francophone groups in Newfoundland and Labrador, Canada and around the world. At the intermediate level, students learn about French-speaking cultures in Newfoundland and Labrador, Canada, and other countries and gain an understanding of the links between language, culture and identity.

General Language Education

Students learn about how to learn. In Intermediate Core French, they identify and use language learning strategies, learn how to work independently and cooperatively, and reflect on their progress. Elements of general language education, identified in the National Core French study (1990), enable students to link

Program Content

The Intermediate Core French program is comprised of the following themes:

- **Family and Home:** Immediate family: names and ages, physical and personality descriptions, birthdays, description of home (e.g., size, number of rooms, contents), daily routines, meals at home, family activities, healthy living.
- **School:** Type, size, facilities, homework, schedule, examinations, teachers, school events, school clothes, organization of the school day/year, current issues, e.g., the environment, travel to and from school.
- **Leisure:** Hobbies and interests, personal spending, friends, television, radio, music, reading, sports, cars, eating meals outside the home, computers, clothes, shopping, routines outside school, part-time jobs, social events.
- **Holidays and Travel:** Holiday plans, special days, methods of travel, weather, holiday activities, food and drink, dining out.

As an integral part of the Intermediate Core French Program, *la francophonie* and related aspects of culture are integrated into each of the above themes.