

Expanded Core French

Accelerated French 2203 and 3203



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education
Division of Program Development

A Curriculum Guide

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Rationale

The final three decades of the twentieth century have been a period of political, demographic and social change for Canadians. The debate on national unity has provoked much thought and discussion. The ethnic and cultural composition of the nation has become increasingly diverse. At this time, Canadians recognize more than ever the importance of forging links between the different communities that make up the Canadian mosaic.

It is within this context that interest in second language learning has increased. In particular, Canadians see many advantages to studying both official languages. For example, learning the French language and learning about francophones leads to an increased understanding of Canada. As well, the ability to communicate effectively in more than one language is an important skill in an increasingly global economy. Learning a second language also facilitates learning a third or fourth language. Finally, and perhaps most importantly, second language study is recognized worldwide for its contributions to the social, emotional and intellectual development of learners.

Definitions

In Newfoundland and Labrador there are currently three types of curriculum organization for the teaching of French as a second language: Core French, Expanded Core French, and French Immersion.

Core French is offered in virtually all schools and involves the teaching of French as a regular subject at a scheduled time during the school day.

In an *Expanded Core French* program, senior high school students complete courses in Accelerated French as well as courses taught in French from other subject areas.

In *French Immersion*, French is the language of instruction for all or some of the subject areas and, as much as possible, is the language of communication in the school environment. Immersion programs may start with a student's entry into Kindergarten (Early Immersion) or at Grade 7 (Late Immersion).

Expanded Core French

Expanded Core French has existed in different senior high school locations in this province since 1985. It is an option for students, teachers and administrators where the desire is to offer choices in second language learning. Further reasons for this program include:

- C Expanded Core French is both challenging and motivating; it leads to increased language proficiency and confidence;

In an Expanded Core French program, senior high school students complete courses in Accelerated French as well as courses taught in French from other subject areas.

- C By linking the Accelerated French courses with content courses that fulfil core requirements for high school graduation, students can pursue Expanded Core French with minimum restriction on the rest of their subject choices;
- C Expanded Core French is flexible and can be implemented, with few administrative changes, in schools currently offering Core French.

Expanded Core French Overview

Expanded Core French is designed to be offered in addition to the regular Core French program at the senior high level. A three-year Expanded Core French program consists of twelve high school credits, six from French (2203, 3203, 3201) and six which are studied in French, chosen from other subject areas.

Courses and Credits

The Expanded Core French Program is designed to allow students to complete various combinations of courses and credits. In each year of the program, students normally complete an accelerated French course - 2203, 3203, 3201 and one double credit or two single credit courses from other subject areas, such as Social Studies or Economic Education. Through this expansion, students receive an additional 110 hours (2 credit course) of French instruction for each year of enrolment in the program.

Table 1 provides one example of a three-year Expanded Core French Program.

Level 1	Accelerated French 2203	Géographie du Canada 1232
Level 2	Accelerated French 3203	Affaires et entrepreneuriat 1130 and Économie 2133
Level 3	French 3201	Histoire mondiale 2236 or Histoire mondiale 3231

French Immersion courses are listed in the provincial Program of Studies.

The other subject area courses for Expanded Core French are chosen from the list of courses (except *Français*) approved for senior high French Immersion. The expectations and learning outcomes for these courses are the same as if the course was offered to French Immersion students or if students were completing the English equivalent of the course.

School administrators and teachers should consult the French Immersion section of the *Program of Studies* before making final decisions on the courses to be offered each year. When selecting courses from this listing, schools should also be guided by:

- C student interest;
- C graduation requirements;
- C availability of resources;
- C teacher expertise.

Student Background

Senior High Expanded Core French students are usually graduates of Core French, Grades 4-9 and have devoted 500-600 hours to the study of French. In Grade 9, they select courses for the beginning of their senior high program. It is recommended that Expanded Core French teachers liaise with intermediate teachers to identify potential Expanded Core French students and to ensure that students and parents are aware of this program option. The guidance counselor and others who help students make course selections may also be involved. Early contact with the intermediate school may result in an enriched program being offered for selected students in Grade 9. This is certainly desirable.

The following criteria should be considered when identifying students for Expanded Core French:

- C scholastic achievement, particularly in French;
- C student interest;
- C parental support.

While most students will begin the Expanded Core French program at the school's established entry point, usually Level I, some students may wish to enter at a later point. Students having the requisite language proficiency and who are deemed as having a reasonable chance of success in the program should be considered.

Curriculum guides for the Intermediate and Senior High Core French Programs are available online at <http://www.gov.nf.ca/edul>

In all circumstances, the Expanded Core teacher should be familiar with the keystage outcomes for the intermediate program (Appendix A) as well as with the main instructional strategies and content of the intermediate program as outlined in the *Intermediate Core French Curriculum Guide* (1997).

Accelerated French Courses

This document serves as a reference work for the Expanded Core French program and as the curriculum guide for two courses: Accelerated French 2203 and 3203. Accelerated French 2203 and 3203 are designed to be offered as components of an Expanded Core French program.

The Accelerated French courses, like those in Core French, are organized in accordance with the principle of language proficiency. Students participate in experiences designed to help them become more effective language learners, develop better communication skills, expand their cultural understanding, and broaden their linguistic knowledge. Accelerated French 2203 and 3203 reflect this organization and they offer increased depth and breadth of study. The pace of instruction is more demanding. Students are expected to work with a greater quantity of information and to more effectively communicate about a wider range of topics and issues. As well, the accelerated courses are designed to support and assist students in the study of another subject area directly in French.

The learning outcomes for the Accelerated French courses are organized to focus on five areas:

- C communicating
- C acquiring information
- C experiencing creative works
- C understanding cultural influences
- C using language learning strategies.

In the instructional process, these five strands are often integrated. The integration is reflected in the choice of instructional strategies, the types of learning activities, and in the assessment of student achievement.

Essential Graduation Learnings

“The seven Essential Graduation Learnings provide a framework for curriculum development.”

Essential Graduation Learnings describe the knowledge, skills and attitudes expected of high school graduates in Newfoundland and Labrador. They focus on preparing students to become lifelong learners. The Essential Graduation Learnings are cross-curricular. Students need to make connections and develop abilities across subject boundaries if they are to meet the ongoing demands of study, work and life, today and in the future.

The seven Essential Graduation Learnings provide a framework for curriculum development. Using this framework, general curriculum outcomes are developed. These outcomes describe what students are expected to know, value, and be able to do in particular subject areas. Through the achievement of specific course outcomes, students progress towards the fulfilment of the Essential Graduation Learnings. The Expanded Core French curriculum contributes to the achievement of each of the Essential Graduation Learnings.

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.

The Expanded Core Program provides students with the opportunity to study and develop an appreciation of the visual, performing and literary arts. Students are given the opportunity to experience creative works in French and to respond to these works personally, critically and creatively using French. Creative and artistic expression is encouraged through the use and creation of poetry, prose, critiques, posters, cartoons, brochures, and drama. Students demonstrate an awareness of the arts as a form of cultural expression and explore the links between language, culture and identity.

Citizenship

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

Expanded Core French enables students to acquire a knowledge of French-speaking cultures. It encourages the observation and valuing of social and cultural characteristics, particularly those that pertain to the francophone world. The program contributes to an understanding of the multicultural, bilingual nature of Canada and educates students in Canada's other official language.

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 primary focus of Expanded Core French.

Communication is **the primary focus** of Expanded Core French. All general and specific curriculum outcomes contribute to this learning. The modes of language are developed through the various activities in the program. Students are given the opportunity to reflect on, express, extend, and clarify their thoughts, ideas and experiences. The curriculum builds student awareness of the language-learning skills, strategies and processes that are used in their first language, as well as in the learning of French.

Personal development

Students will be able to continue to learn and to pursue a healthy lifestyle.

Language learning is a social activity, developing personal and interpersonal skills for lifelong use. The topics studied relate to the lives and interests of the learners. The accelerated nature of the program encourages students to meet challenges and to expand their learning horizons. As well, Expanded Core French prepares students to pursue further studies in French.

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.

Second language learning is problem solving. Application of acquired knowledge, reading for meaning, using context clues, drawing conclusions, inferring, reasoning, analyzing information, hypothesizing and interpreting are all essential components of Expanded Core French. Working independently and collaboratively, students learn to apply critical, analytical and creative thinking skills. Students deal with ambiguity and develop flexibility, creativity and confidence in the use of problem solving strategies.

Technological Competence

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

The Expanded Core French Program requires the use of audio and video technologies to complement its print resources. Students are invited to access multi-media technologies. They are encouraged to use diverse media formats and Internet sites in the achievement of learning outcomes and to develop an appreciation of the role of such technologies in daily living. Students use computer technologies to communicate, to carry out research, and to produce a range of texts.

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 study of the French language and culture, students are exposed to and develop a respect for a culture, heritage, value and belief system that may vary from their own. Acceptance and appreciation are concepts inherent in second language learning.

Accelerated French Outcomes

The use of outcomes to describe learning is intended to help inform parents, students and teachers about what students are expected to know, value and be able to do at the end of a program, course or school year. Student outcomes for the Accelerated French courses are presented under five curriculum organizers. (Other courses that are offered as part of an Expanded Core French program follow the curriculum designed for that particular discipline.) The five organizing strands for Accelerated French 2203 and 3203 are:

Communicating

French is used to establish and maintain relationships, to share ideas and opinions and to get things done;

Acquiring Information

French is used to acquire information for a variety of purposes;

Experiencing Creative Works

French is used to listen to, read and view creative works in various formats and to respond to them in original ways;

Understanding Cultural Influences

French is used to learn about francophone cultures and to experience personally the ways in which cultural backgrounds influence one's view of the world;

Using Language Learning Strategies

French is the vehicle for students to learn about language learning. Specific language learning strategies enable students to access information, clarify and negotiate meaning and cope more effectively in unfamiliar situations in English as well as in French.

Within each organizer, general and specific curriculum outcomes are identified. For example:

Accelerated French 2203

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcome

Students will be expected to:

1.2 initiate and sustain simple conversation

In Accelerated French 2203 and 3203, students will meet the requirements for the regular Core French courses and, in addition, be expected to achieve additional outcomes in each of the five strands. The additional specific curriculum outcomes reflect the more challenging nature of these courses.

The outcomes, together with the suggested teaching activities and strategies, the ideas for assessment, and the identified resources, should all assist teachers in planning and delivering effective learning experiences for students.

Accelerated French 2203

Summary of Specific Curriculum Outcomes - *By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:*

Communicating

- 1.1 recognize and use vocabulary and idiom related to the themes studied
- 1.2 initiate and sustain simple conversation
- 1.3 write, with support, for a variety of purposes
 - a) to engage the imagination
 - b) to inform
 - c) to express an opinion
- 1.4 state orally ideas and information related to the themes studied
- 1.5 participate, entirely in French, in classroom routines

Acquiring Information

- 2.1 demonstrate comprehension of authentic texts, with the aid of reference resources
- 2.2 apply information from oral, visual and written texts to complete an authentic task
- 2.3 identify themes, figurative language and symbolism in a variety of texts

Experiencing Creative Works

- 3.1 profile and present a creative work

Understanding Cultural Influences

- 4.1 profile a francophone community, region, or personality in Canada
- 4.2 recognize current issues and events related to *la francophonie*
- 4.3 recognize that certain political events had a major impact on anglophone and francophone Canadians

Language Learning Strategies

- 5.1 identify and apply common language patterns
- 5.2 recognize that different linguistic forms can be used to accomplish the same task (ie *depuis/ça fait; est-ce que/est-il*)
- 5.3 evaluate their own progress
- 5.4 use reference materials such as bilingual, unilingual and visual dictionaries, grammar references and Internet sources

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

- 1.1 recognize and use vocabulary and idiom related to the themes studied

Teaching Strategy/Activity

Students are given short articles such as those often found on pages 2 and 7 of *Le Journal des jeunes*. Working in pairs, they prepare lists of new vocabulary with meanings and/or synonyms. Students select only those essential for comprehension, 5 - 10 per article. Students may prepare presentations of the new vocabulary, or the teacher may use the lists to highlight certain key words.

Note: This strategy may also be used to prepare vocabulary for other courses taught in French.

- 1.2 initiate and sustain simple conversation

Students work in pairs to interview each other, an imaginary person, or a prominent figure, using an interview model prepared by the class and the teacher.

General Curriculum Outcome - Communicating

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

Assessment

Resources

Students are asked to use the vocabulary to complete a task, such as an oral presentation or written composition.

En Direct 1

Le Journal des jeunes

Modified cloze activity; vocabulary games
Creation of vocabulary webs

Any source of short articles related to the theme or topic

Teacher observation

En Direct 1

Presentation of the interviews or preparation of a role play using information gathered from the interview (s).

student text p 42-47
workbook p 22-23

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

1.3 write, with support, for a variety of purposes:

a) to engage the imagination

b) to inform

c) to express an opinion

1.4 state orally ideas and information related to the themes studied

Teaching Strategy/Activity

Students work in small groups to prepare a description of an original invention, game or sport. The teacher instructs students in the writing process, and monitors the groups.

Students read an article related to a current event and prepare a summary. Note: Current events may be linked to the topics in other courses studied in French.

Using current news articles or themes of interest, pupils prepare a reaction to a chosen issue. (The activities suggested in 1.3 b, c may be combined.)

As a warm-up or conclusion, the teacher mimes an aerobics routine following commands given by the students. Students then work in groups to prepare routines for the class.

Students state their opinion on a given issue through a spontaneous or prepared oral commentary using a question and answer model.

Note: Criteria for spontaneous and prepared language performance are included in Appendix C.

General Curriculum Outcome - Communicating

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

Assessment

Resources

During the year, students and teachers may keep portfolios of student work. This particular piece could be presented to the class and then added to the portfolio.

En Direct 1
Unit 1

Students complete a summary of the article using a guide provided by the teacher. The guide may include headings such as: title, résumé, new vocabulary, and questions. The questions may be posed to another student as part of an interview.

Le Journal des jeunes

Students express their opinion by writing a letter to the editor. Letters may be published in a class or school newspaper, or posted on a class website.

En Direct 1
Le Journal des jeunes
Le Gaboteur
Other newspaper, magazine or
Internet articles

Teacher observation

En Direct 1
Unit 1

Teacher observation

En Direct 1
Unit 3 p. 93
Unit 4 p. 117-118

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

1.5 participate, entirely in French, in classroom routines

Teaching Strategy/Activity

As needed throughout the course, the teacher plans activities to introduce and reinforce the routines needed in the day-to-day operation of the classroom and school. Topics include classroom vocabulary and commands, permission, manners, special events, group processes.

General Curriculum Outcome - Communicating

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

Assessment

Frequent teacher observation

Use of checklists

Resources

En Direct 1

Commercial or student- and teacher-made posters and labels; situation cards

General Curriculum Outcome - Acquiring Information

Students will acquire information from French language resources.

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

2.1 demonstrate comprehension of authentic texts, with the aid of reference resources

Teaching Strategy/Activity

For each theme, various authentic texts will be used - oral, visual and print. These may be from the authorized resources, the school or class library or other sources. An emphasis should be placed on preparatory (pre-reading or pre-listening) activities and follow-up tasks to assist in the comprehension of the text. In working with authentic texts, students use appropriate reference sources, such as dictionaries and glossaries, as required.

2.2 apply information from oral, visual and written texts to complete an authentic task

Authentic tasks engage students in thoughtful learning meaningful to their lives. After identifying available media and search techniques, students find and organize information to complete an assigned project such as a brochure, video, poster or magazine. Activities may be designed to include outcome 2.1 as well as outcomes from the strands.

2.3 identify themes, figurative language and symbolism in a variety of texts

Students work with a poem or song to identify specific features. Teachers and students work together to create a web of the themes and patterns in the selection, as well as links with other selections in the same theme.

General Curriculum Outcome - Acquiring Information

Students will acquire information from French language resources.

Assessment

Students prepare a review of the text to include in their portfolio

Oral presentations
Publication/presentation of a video, magazine, poster, or brochure

Self and peer assessment

Class discussion
Teacher observation
Students prepare and present a web, collage, drawing or other form of visual presentation to highlight the theme of a selected text.

Resources

En Direct 1
Le Journal des jeunes
Internet sites
Publications of federal government departments
Newspapers

En Direct 1
Avec Brio
National Core French Assessment Instruments (advanced level)
Internet sites

En Direct 1
En Direct 3
Un peu...beaucoup...
passionnément...pas du tout...
Le Québec en poésie (Folio junior)
Other poetry anthologies

General Curriculum Outcome - Experiencing Creative Works

Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

3.1 profile and present a creative work

Teaching Strategy/Activity

In Accelerated French students experience many different creative works including selections from the areas of music, poetry, visual and fine arts, and literature.

As an activity, students choose a favourite creative work, prepare a profile that describes the work and the artist, and then give their reaction or opinion. The student is then invited to present an interpretation of the work to the class. The presentation may take the form of a play, poster, critique or computerised slide show.

General Curriculum Outcome - Experiencing Creative Works

Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.

Assessment

Class presentations

Students present their interpretations of the selected pieces during an in-class variety show or exhibit. Other classes and guests may be invited.

Resources

En Direct 1

Various forms of creative works, including songs, poems, stories, documentaries.

Reflets d'un pays

En Direct 3

Contes et légendes (series)

Via

General Curriculum Outcome - Understanding Cultural Influences

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

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

4.1 profile a francophone community or region in Canada

Teaching Strategy/Activity

Students may work in small groups to profile various regions or the class may select one region with each group focussing on a different aspect of that area. Teachers and students develop outlines, resource lists and assessment criteria to help guide the resource process and prepare the profile.

4.2 recognize current issues and events related to *la francophonie*

Students read a newspaper or magazine article, or listen to an audio excerpt to identify the main idea and supporting detail of the selection.

4.3 describe a political event with major consequences for anglophone and francophone Canadians

Québec's referenda are examples of significant political events. Students take jot notes based on information from class discussions and research. Videos or newsclips may also be useful.

Note: All three of these outcomes may have links with other courses done as part of Expanded Core, or with courses the students are doing in English. These links should be reinforced through shared projects, research and assessment.

General Curriculum Outcome - Understanding Cultural Influences

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

Assessment

Groups present the prepared profiles in written, oral or visual format.

Students organize a cultural event or celebration typical to the region and invite other classes, parents or the general public.

Students organize information chronologically or sequentially, or classify issues according to the themes, personalities or countries involved.

Students prepare a timeline display or a newscast of key events

Resources

En Direct 1

Resources will vary according to the region chosen. For example, if the region is the Port au Port Peninsula of Newfoundland, resources may include:

Le Gaboteur (newspaper)

Contre vents et marées (book)

Le conseil scolaire francophone provinciale de Terre-neuve et du Labrador-

www.stemnet.nf.ca (website)

Ça vient du t'choeur (video)

Les Rendez-vous de la francophonie (fiches explicatives, autres renseignements); Canadian Heritage

Le Journal des jeunes

Newspaper websites

ie www.ledevoir.com

www.lesoleil.com

www.lactualite.com

www.lapresse.com

Le Journal des jeunes

(For referenda information see October, 1995)

Other newspapers or newsclips

General Curriculum Outcome - Language Learning Strategies

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

Specific Curriculum Outcomes

By the end of Accelerated French 2203, in addition to the outcomes for French 2200, students will be expected to:

5.1 identify and apply common language patterns

Teaching Strategy/Activity

Language elements are introduced or reviewed according to the communication needs of the student. Students apply the language elements to complete a task. For example, they use the past tenses and apply patterns of adjective formation and placement to describe and share a personal story.

5.2 recognize that different linguistic forms can be used to accomplish the same task (ie *depuis/ça fait; est-ce que, est-il*)

As students refine their second language use, there will be opportunities to focus on the form as well as the function of the language. For example, through individual or small group conferencing with the teacher, students are encouraged to identify and use more diverse linguistic forms in a written communication.

5.3 evaluate their own progress

Self and peer assessment through checklists and rating scales are effective assessment tools. Self evaluation helps students celebrate their accomplishments and identify areas that need attention. The results can be used by teachers and students to direct future activities. While published resources often contain sample instruments, students and teachers may also create simple checklists for specific projects or processes.

Note: The effective use of language learning strategies is essential in helping students progress in a second language. In Accelerated French these strategies assume extra importance because students undertake the in-depth study of content and topics without, for the most part, any immersion-like intensive experience. As a result, the class time spent in highlighting strategies such as those that help with reading and processing quantities of information, with organization and self-monitoring and with recognizing language patterns is invaluable. The understanding and the application of language learning strategies contribute not only to success in the two Accelerated French courses, but in other courses as well.

General Curriculum Outcome - Language Learning Strategies

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

Assessment

The outcomes for language learning strategies will usually be assessed as part of a larger task. For example, in assessing a composition the teacher should consider a number of criteria, depending on the time given for preparation and production. Suggestions for the assessment of both spontaneous and prepared pieces are included in Appendix C, p. 71.

Student-teacher conferencing

Self and peer assessment

Rating scales

Checklists

Resources

En Direct 1
Avec Brio
Le Bescherelle
National Core French Assessment
Instruments (advanced level)
Dictionnaire des synonymes

Note: These resources may also be used for 5.2 and 5.3

En Direct 1

Notes:

Accelerated French 3203

Summary of Specific Curriculum Outcomes - *By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:*

Communicating

- 1.1 apply vocabulary and idiom related to the themes studied
- 1.2 initiate and sustain discussion
- 1.3 write for a variety of purposes
 - a) to engage the imagination
 - b) to inform
 - c) to express and justify an opinion
 - d) to incite an action / reaction
- 1.4 interact effectively in French in more complex situations (ie justifying an opinion)
- 1.5 participate actively entirely in French in classroom processes

Acquiring Information

- 2.1 demonstrate comprehension of authentic texts, including those read, listened to or watched independently for enjoyment and information
- 2.2 recall and analyse information from oral, visual and written texts to complete an authentic task
- 2.3 analyse themes, figurative language and symbolism in a variety of texts

Experiencing Creative Works

- 3.1 critique oral, written and visual texts
- 3.2 compare and contrast selected creative works

Understanding Cultural Influences

- 4.1 profile countries, regions, groups and/or personalities of *la francophonie*
- 4.2 describe current or historical events relating to *la francophonie*
- 4.3 describe a political event with major consequences for anglophone and francophone Canadians

Language Learning Strategies

- 5.1 identify and apply common language patterns
- 5.2 recognize similarities and differences between oral and written forms of the language
- 5.3 assess the effectiveness of a communication
- 5.4 evaluate their own progress
- 5.5 use independently reference materials such as bilingual, unilingual and visual dictionaries, grammar references and Internet sources

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcomes

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

1.1 apply vocabulary and idiom related to the themes studied

Teaching Strategy/Activity

In each theme, students review and expand their vocabulary following the activities in the unit. Brainstorming is a useful technique for vocabulary building vocabulary. Students brainstorm at the beginning of a new topic, as part of the writing process, or to conclude a unit or theme. All suggestions are recorded by the teacher and in turn, students record those they need to complete a task. There are many variations. For example, students may generate a list, compare it with a partner, and then share suggestions with the whole class. Students may also create webs, prepare outlines and create story boards.

1.2 initiate and sustain discussion

Working in groups, students prepare for a Round Table discussion on the given theme or topic. For a more informal discussion, individual students may be responsible for describing something they have read, a local news story, or a school event that is of interest to others in the class.

General Curriculum Outcome - Communicating

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

Assessment

In a theme on media and publicity, students create an advertisement. Vocabulary use is one of the assessment criteria for the task (see Appendix C).

Teacher observation
Self and peer assessment

Resources

En Direct 2, Unit 5

Advertisements from other sources

En Direct 2

Avec Brio

Encyclopédie Encarta

Le Journal des jeunes

Internet sites

General Curriculum Outcome - Communicating

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

Specific Curriculum Outcomes

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

- 1.3 write for a variety of purposes:
to engage the imagination
to inform
to express and justify an opinion
to incite an action / reaction

Teaching Strategy/Activity

Writing skills are developed in context, usually following listening, speaking or reading activities. Students in Accelerated French are writing at the level of paragraphs and doing longer pieces of work. Pre-writing activities include brainstorming for vocabulary and ideas and preparing outlines, plans or guiding questions. Draft, revising and editing are integral parts of the writing process.

- 1.4 interact effectively in French
in more complex situations
(ie justifying an opinion)

Students select a topic from a given list and work in teams to prepare a debate. Debating teams need research time and access to materials, as well as general information about conducting a debate.

Note: Topics may be chosen from those in Accelerated French or other courses taught in French.

- 1.5 participate actively in
classroom processes

In 3203 students should be able to assume a leadership role in many aspects of classroom life: conducting a warm-up activity; explaining a game; introducing a guest speaker, song or video; reviewing a grammar point.

General Curriculum Outcome - Communicating

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

Assessment

Resources

Sample writing tasks:

Students write a composition about life in the future.

En Direct 2, Unit 4

Students prepare and publish a news report/article related to a theme (ie crime and justice).

En Direct 2, Unit 3
Radio or newspaper texts

Students engage in a cooperative learning activity that requires them to write a positive comment about each classmate. A separate sheet with the student's name is placed on each desk and students move around the room, each writing a comment. At the end of the activity, the sheet returns to its owner.

En Direct 2, Unit 3

Note: These pieces may be added to a student's portfolio.

Students participate in a formal debate.

En Direct 2

Public speaking checklists

Avec Brio

A video or audio recording of the debate may also be included for portfolio assessment.

*National Core French Assessment
Instruments (Advanced Level)*

- faire un débat

Teacher observation

En Direct 2

Self assessment

Posters

General Curriculum Outcome - Acquiring Information

Students will acquire information from French language resources.

Specific Curriculum Outcomes

Teaching Strategy/Activity

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

2.1 demonstrate comprehension of authentic texts, including those read, listened to or watched independently for enjoyment and information

A collection of poetry, short stories, magazines and novels should be available for in-school and at home use. Teachers may assign regular silent reading during class. Texts also include videos, songs and other sources.

2.2 recall and analyse information from oral, visual and written texts to complete an authentic task

In groups, such as those used in cooperative learning, students read and listen to promotional material from French language programs. Each group is responsible for “expert” knowledge about one program. They then form other groups to share the information and rate programs according to established criteria.

Other appropriate tasks include debate, role play, magazine or newsletter production. When completing a task that requires this level of analysis and research, teachers and students may discuss appropriate formats, content, and evaluation criteria. A model of the task should be provided.

2.3 analyse themes, figurative language and symbolism in a variety of texts

The teacher leads a class discussion and analysis of the literary features of a given poem, song, or visual text.

General Curriculum Outcome - Acquiring Information

Students will acquire information from French language resources.

Assessment

Students prepare a book report or written critique of a text they have enjoyed. The reports are posted on the school's website or published in a class review.

Teacher observation

Presentation of a debate, a magazine or a role play.

Individually or in groups, students analyse an unseen poem.

Resources

En Direct 2

Classroom collections of songs, videos, short stories, novels

Examples:

Jeunesse Mag

Le petit Nicolas

Le Petit Prince

Contes et légendes

En Direct 2, Unit 2

Promotional material from organizations, post-secondary language programs or schools

Internet sites

Advertisements

National Core French Assessment

Instruments (Advanced Level)

Encyclopédie En carta

P.C. Globe,

Encyclopédie du Canada

Avec Brio

Internet sites

Reflets d'un pays

En Direct 3 (Un peu... beaucoup

...passionnément...pas du tout) Avec

Brio

Le Québec en poésie (Folio junior)

General Curriculum Outcome - Experiencing Creative Works

Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.

Specific Curriculum Outcomes

Teaching Strategy/Activity

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

3.1 critique oral, written and visual texts

A variety of texts as well as appropriate models are made available to help students prepare reviews and critiques.

3.2 compare and contrast selected creative works

Note: The same instruction and assessment strategy will often contribute to the attainment of more than one outcome. For example, if students compare and contrast creative works through the production of a magazine, they will be meeting outcomes 3.1 and 3.2 in Experiencing Creative Works, as well as integrating outcomes from the Communicating and Acquiring Information strands.

General Curriculum Outcome - Experiencing Creative Works

Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.

Assessment

Resources

Students prepare an arts and entertainment magazine or a television show review that contains their critiques and comparisons of creative works.

En Direct 2, Unit 2

*National Core French Assessment
Project (Advanced Level)*

- produire un magazine

Oral or written presentations

Self-assessment

En Direct 2

Avec Brio

En Direct 3

Contes et légendes (series)

Reflets d'un pays

Classroom collections of creative works

General Curriculum Outcome - Understanding Cultural Influences

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

Specific Curriculum Outcomes

Teaching Strategy/Activity

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

4.1 profile countries and/or groups which comprise *la francophonie*

Teachers help students identify research materials, provide a model of the topics to be included in the profile, and set parameters for the development of a product such as a brochure, a computer presentation, or a poster that profiles a country or group.

4.2 describe current events relating to *la francophonie*

Students read a newspaper or magazine article, or listen to an audio excerpt to identify the main idea and supporting detail.

General Curriculum Outcome - Understanding Cultural Influences

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

Assessment

Resources

Students create a tourist brochure profiling the country or group, or do a presentation using presentation software.

En Direct 2, Unit 1
Avec Brio
National Core French
Assessment Project (Advanced Level)

- produire un dépliant
- donner un exposé

Students categorize details of the events chronologically or according to other appropriate criteria.

Le Journal des jeunes
Internet sites

General Curriculum Outcome - Language Learning Strategies

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

Specific Curriculum Outcomes

Teaching Strategy/Activity

By the end of Accelerated French 3203, in addition to the outcomes for French 3200, students will be expected to:

5.1 identify and apply language patterns

In 3203, students use increasingly complex language patterns to communicate. Language forms are always presented in the context of the experiential or communicative goal and are based on the communication needs of the students. Students are guided to identify and use particular language features that are required to effectively communicate about the given task or topic.

5.2 recognize similarities and differences between oral and written forms of the language

Students should work with a variety of language sources, including authentic oral and written texts from Canada and elsewhere in the francophone world. The teacher should draw attention to differences in oral and written forms, when and as appropriate.

5.3 assess the effectiveness of a communication

Students need practice in assessing the effectiveness of their own work as well as communications from other sources. This helps them clarify meaning and further refine their communications. Students reflect on whether the message has been understood by the intended audience. If not, what might be done to improve the communication?

5.4 evaluate their own progress

During the unit, task or topic, students reflect on areas of their work that are strengths and those that need more careful attention. As part of this formative process, students use the self-evaluation results to improve the overall quality of their work.

General Curriculum Outcome - Language Learning Strategies

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

Assessment

Resources

The outcomes for language learning strategies will usually be assessed as part of a larger task. In assessing any task, the assessment criteria should be established and communicated when it is assigned. Teacher should consider factors such as student preparation time and the purpose of the task when deciding how the final product is to be assessed.

En Direct 2

Avec Brio

National Core French Assessment Project (advanced level)

Classroom grammar and dictionary references

Note: These or similar resources would be used for 5.3 and 5.4 as well

Small group discussion
Teacher observation

En Direct 2

Classroom collections of songs and other audio recordings

Self assessment
Peer assessment
Checklists

En Direct 2

Self-evaluation rating scales and checklists
Anecdotal self-evaluation

En Direct 2

Course Content

In Accelerated French 2203 and 3203, the content is organized to reflect a range of interests and experiences common among high school students. Topics are developed through the use of the authorized resources, supported by complementary materials chosen by the teacher. Current events such as major news stories, social issues, and contemporary personalities should be part of all themes. A resource rich approach that includes a variety of sources and types of material helps facilitate student achievement of the curriculum outcomes.

The courses include these areas of study.

Accelerated French 2203

- C Health, fitness and recreation, hobbies and interests
- C Relationships, family and friends
- C School life, education and future plans
- C The francophone world, vacations
- C The arts, films, publicity
- C Adventures, vacations

Accelerated French 3203

- C The environment
- C Media, publicity
- C Science and technology
- C Justice, crime, youth and the law
- C The francophone world, travel and tourism
- C The arts, artists, music

Teachers of Accelerated French will find opportunities to link the content, activities and assessment of these courses with other courses that are offered as part of the Expanded Core French program.

Instructional Environment

“... the Accelerated French courses require certain adjustments in instruction.”

The strategies used in the delivery of the Accelerated French courses are diverse and in keeping with the overall philosophy of instruction for the senior high Core French program. While strategies such as cooperative small group learning and brainstorming are largely the same, the outcomes and intent of the Accelerated French courses require certain adjustments in instruction. Teachers should consider the following points.

Students enrolled in Accelerated French courses are participating in the Expanded Core French program. These students have experienced success in French and they know the value of learning a language. As well, students bring with them considerable language experience in their first language. This helps them understand the structure of the second language and make sense of the experiences and tasks they undertake in French. Students will also be doing other courses in French. The teacher should take advantage of prior and present student learning experiences when planning instruction.

The more challenging outcomes require adaptations of common instructional strategies. For example, while brainstorming is common in all French courses, in Accelerated French it is used extensively to prepare students for the additional reading and writing requirements, and to introduce and link topics. It can also be used by groups of students as they prepare for a research project. In cooperative learning, teachers should use activities that help students develop research and process skills. Similarly, the writing process, although familiar to students from the Intermediate French Program, will need special emphasis, as students learn to write for a greater variety of purposes.

Techniques that lead to the recognition and acquisition of vocabulary are especially important. In the Accelerated French courses and in the other courses done in French, students will need to know how to build their vocabulary skills. In instruction, teachers should use a range of games, puzzles and other activities that promote vocabulary use. Reading for the main idea, identifying key words, using cognates and word families, all help students improve their passive and active vocabularies. In addition, there should be emphasis on language learning strategies that help students accept a certain level of ambiguity. Finally, teachers should provide guidance in the use of reference materials, such as dictionaries, encyclopaedia and Internet search engines. This is particularly useful at the beginning of the Accelerated French courses.

In Accelerated French, students play a significant role in the actual teaching process. Strategies that encourage this, such as peer teaching, should be used regularly. Students may be responsible for leading the class when the topic is one in which they have background knowledge, skill or experience. For example, a student may present a lesson on a

particular type of music, an aspect of technology, or a grammatical structure. All students may be responsible for presenting news items or current events related to the themes. Peer tutoring, a variation of peer teaching, may be useful for both remediation and enrichment.

It is important that teachers, students and parents recognize the similarities and differences that exist between Core French courses and those of Accelerated French, and realize how these differences may influence instruction.

Classroom Atmosphere

In all second language instruction, a warm, supportive atmosphere is essential. This is especially true given the nature of the Accelerated French courses. The classroom is student-centered and active, with continuous opportunity for interaction and experimentation on the part of students. The philosophy of instruction is similar to that described for French 3201. Accelerated French students are involved in discussing points of view, formulating reactions or opinions and considering how major ideas relate to or affect their lives. There will be individual, pair, small group and full class activities.

“Accelerated French students need frequent assurance of their individual and collective progress.”

Accelerated French students need frequent assurance of their individual and collective progress. This is achieved through the experiential nature of many of the tasks, together with regular opportunities for formative feedback, including self-assessment. The emphasis on growth ensures that students remain motivated and interested.

The Accelerated French classroom is resource rich. During instruction, a variety of resources are used by the teacher and the students. Audio, visual, print and computer resources are integral supports. In addition to the resources used during the lesson, the classroom or school library should offer a further range of materials for listening, reading and viewing. Ideally, the French teacher would have a classroom reserved for French. Where this is not possible, a section of the class or the library may be used for displays related to the topics.

Use of French

In all Core French courses, French is the language of instruction and classroom use. This provides the basis for realistic communication tasks and for the development of language proficiency, both oral and written.

Accelerated French also assists students in studying another subject area in French. To help achieve this, instruction should:

- C encourage the use of language as an instrument for critical thinking, problem solving and investigation;
- C lead students to engage the imagination, inquire and inform, express feelings and opinions, and persuade or convince people to act.

Planning for Instruction

Long term, medium term, and daily planning all contribute to the effectiveness of a second language program.

Long term planning

In long term planning, the teacher establishes a plan for the course or courses for the entire year. The plan takes into account such factors as the outcomes for the course, the amount of material, the instructional time available, and evaluation and reporting. Tentative start and end dates for new themes are identified. Given the increased depth and breadth of accelerated courses, pacing is of special importance.

Medium term planning

Medium term planning determines the instructional focus for a unit or theme. At this point, the teacher selects and adapts activities to meet the outcomes, determines strategies for instruction and evaluation, and gathers resources. A proportion of instructional time is allotted for the unit and a unit overview given to the students. The teacher should also determine links with other courses offered in French, and incorporate this in the unit plan.

Daily planning

An effective lesson plan for Accelerated French will usually have three phases. The introduction serves to both review the previous lesson and set the stage for new content. The activity phase presents, and asks students to use, new information and skills. The reinvestment phase enables students to use the material in a different way to accomplish a task. It also provides an opportunity for students to reflect on what they have accomplished and identify what they need to do next. The importance of this reflection time is increasingly recognized.

Oral and Written Communication

In the Accelerated French courses, equal emphasis should be placed on oral and written communication, using the skills of listening, speaking, reading and writing.

Oral Communication

Oral communication involves listening and speaking. Activities should relate to the themes of the courses and include formal and informal tasks

and situations, opportunities for spontaneous interaction and prepared pieces. The teacher should ensure that students have frequent opportunity to converse in groups, to improvise, to discuss topics, and to contribute to brainstorming sessions. Drama, role play, debates, and individual presentations are all examples of more formal oral communication activities. These require greater preparation on the part of the students.

While comprehension and production often occur in the same task, the teacher may need to focus instruction on a particular skill, language element, or pattern. This should be done in the context of the activity and theme and may be carried out with the whole class, with small groups, or with individuals.

Written Communication

Written communication involves reading and writing but it may also include elements of the other skills. For example, students may write a response to a song, or they may take notes from a video presentation.

Writing processes in the Accelerated French courses are very similar to those recommended for first language writing and for students in a French Immersion program. According to the provincial curriculum guide for *Arts langagiers - Français 1202-2202-3202*, pre-writing techniques would include brainstorming, webbing or mapping, and taking jot notes. Instruction for writing helps students to state the subject, organize information, select ideas and facts, use appropriate vocabulary and apply structures. From the first draft and students with teacher and peer help students go on to revise and edit their work. They often following a checklist or other self-assessment instruments. The teacher may offer further suggestions before the student finalizes a piece of writing for publication.

Reading instruction includes such techniques as pre-teaching vocabulary, skimming and scanning, encouraging intelligent guessing, and using visual cues to determine the context. There are frequent comprehension checks, whether informally through oral questioning, or through more structured tasks. Students read individually and in groups, occasionally aloud. To encourage leisure reading, a variety of materials should be available.

Error Correction

With an emphasis on communication, the language itself is used as a tool to communicate a message or to engage in a task. Specific language structures, vocabulary and other elements of language are introduced as they are needed to accomplish a particular task. Accuracy of language is always desirable, but the degree of accuracy expected will vary depending on the students' previous exposure to key elements, the time allotted to

prepare the final product, the assigned task, and other factors. For example, no attempt would be made to correct errors by interrupting an oral communication. If students are given several classes to prepare a written product, errors would be checked as part of the writing process prior to the final presentation.

Teachers and students play important roles in error correction. Errors may be corrected with individual students, in small groups or with an entire class. Research has shown that error identification and correction by the student is effective. This should be encouraged through the use of techniques such as self-evaluation checklists, proofreading techniques and peer-editing.

Making Connections

Technology in Instruction

In French second language programs, students should have access to, and use, appropriate technology. Video and audio recorders are regularly used in the French class. Students and teachers should also have access to computer technology for its research, communication, and word-processing functions. The Internet, electronic mail, and selected software packages are effective supports for the French program.

Community Connections

Communities have resources that may be used to enhance students' language learning experiences. Teachers should avail of native speakers, people who have traveled to French-speaking areas, local tours that are offered in French, and other events and resource people that help provide meaningful communication opportunities for students.

Notes:

Evaluation

Evaluation is the process of making decisions about student learning based on data gathered through frequent and varied assessment. Evaluation provides insight on both the effectiveness of instruction and on student progress.

In Accelerated French, assessment is continuous and systematic, and proceeds from a developed evaluation plan. Students know the criteria which are being used for each assessment. They know when and how they are being assessed and on what material, topics or tasks.

An evaluation plan demonstrates the following characteristics:

- C It is flexible. Students show varying degrees of progress during the school year. The evaluation plan should allow for this progress to be reflected in grading and reporting.
- C It includes formative and summative components. According to recent research, effective formative assessment provides students with feedback that is clear, specific, useful and very focused. Formative evaluation informs both students and teachers of progress and helps identify areas where adjustments are required. Summative evaluation occurs at the end of a unit, project, term or year. It determines a student's grade or mark and is used for reporting purposes.
- C The evaluation plan reflects the outcomes of the course, the instructional approach and the theme or topic being studied. For the Accelerated French courses it should place equal weight on oral and written comprehension and production.
- C An evaluation plan includes a variety of assessment techniques. These include but are not limited to teacher observation, interviews, projects, role-play, tests, presentations, portfolios, self and peer assessment.

In preparing an evaluation plan, teachers should refer to the Table of Specifications for Core French 2200 and 3200 as found in the *Senior High Core French Curriculum Guide*.

Evaluation Components

Oral Communication

The oral component is an important part of the Accelerated French courses. Throughout the year, students' oral proficiency is evaluated as they participate in class, present pieces of work, and interact with each other and the teacher. Listening may be further assessed through listening comprehension tasks. This may range from completing multiple choice items after listening to an audio cassette or a movie, to taking jotnotes and preparing a brief oral report.

Formal interviews should be used to assess students' oral production, as they are in the Core French program. At the end of 3203, students in

Accelerated French should do a formal interview based on the model for French 3200. Guidelines for this procedure are given in the publication *French 3200 Oral Testing: A Manual for Interviewers*. Interview topics should reflect the content of the Accelerated French courses.

Written Communication

Activities within this component include reading and writing pieces such as letters and compositions, cloze tests, authentic reading passages, and projects. Written work samples may be kept in an assessment or collection portfolio, which shows the student's progress during the term or year. Reading may be further assessed through items that include comprehension and those that require interpretation. Tasks may require a range of responses - from factual recall to comparisons and analysis. Throughout the year students' reading proficiency may also be assessed as they interact in pairs and larger groups.

Criteria for the evaluation of spontaneous and prepared language performance are found in Appendix C.

Examinations

Depending on the evaluation policy of a school or district, evaluation may include unit, mid-year or final examinations. The development of any formal exam should be based on the following concepts, as listed in the *Senior High Core French Curriculum Guide (1998)*:

- C items place the students in naturalistic contexts;
- C items are based on simulated authentic discourse, where appropriate;
- C items are presented as part of a situation;
- C items focus on the assessment of overall language proficiency;
- C items include open-ended and close-ended formats;
- C items reflect the themes and the instruction;
- C items reflect an equal weighting among the language skills;
- C items based on pieces of writing are chosen to reflect a variety of styles.

Self and Peer Assessment

Self-assessment plays a vital role in language learning. Students should be able to assess their own success, identify areas that need further improvement, and know how they can make those improvements. Self-assessment fosters independence and helps the student take increased responsibility for the learning process. Rating scales, checklists, and anecdotal comments about a particular task are all useful self-assessment strategies.

Peer assessment is also important. In the French classroom, students often work in groups. Peers can help assess participation and provide feedback on the process of learning. Peer assessment can be effective in editing work such as a composition or a video. As in other forms of assessment, students should be given, or should develop with the teacher, criteria that focus on what is to be assessed.

Teachers should refer to the following publications of the Department of Education for further information:

French 3200 Oral Testing: A Manual for Interviewers (revised edition, July 1990)

High School Certification Handbook (published annually)

Senior High Core French Curriculum Guide (1998)

The Evaluation of Students in the Classroom: A Handbook and Policy Guide (under revision)

Notes:

Resources

The Accelerated French courses are supported by authorized learning resources. As well, teachers should use additional resources to enrich the program and ensure that all outcomes are addressed. Resources should be chosen to reflect the range of topics, the more challenging nature of the program, and the types of activities in which students are engaged. Students need authentic, current materials. This should include video and audio components, reference books, access to websites, newspapers, magazines, and other print resources. These should be made available in the classroom and in the library or resource center. Video cassettes and other items are often available on loan from various agencies, district and school resource centers, and public libraries.

Teachers and administrators should plan to have resources available in French for all of the courses that the school offers as part of the Expanded Core French program, including Accelerated French 2203 and 3203. Authorized and recommended resources for other courses taught in French are listed in their respective curriculum guides.

Authorized Resources

Authorized Resources

Accelerated French 2203

En Direct 1

Prentice Hall Ginn Canada

- C student text
- C student workbook
- C teacher manual
- C audio cassettes

Accelerated French 3203

En Direct 2

Prentice Hall Ginn Canada

- C student text
- C student workbook
- C teacher manual
- C audio cassettes

Both Courses

Avec Brio: Guide pratique de communication

Prentice Hall Ginn Canada

- C resource book (teacher copy only)

This is also an authorized resource for French 3201

Recommended Resources

Destinations 4, 5, 6

Addison Wesley Longman
26 Prince Andrew Place
Don Mills, Ontario
M3C 2T8

Authorized resource series for senior high Core French

En Direct 3

Prentice Hall Ginn Canada
1870 Birchmount Road
Scarborough, Ontario
M1P 2J7

Continuation of En Direct series; anthology-like collections of creative works around four themes

Le Journal des jeunes

C.P. 47007,
St. Boniface, Manitoba
R2H 3G9

Newspaper designed for student readers; school year subscription; collection of past years also available

Encyclopédie du Canada

Les éditions internationales Alain Stanké ltée
2127, rue Guy
Montréal, Québec
N3N 2L9

Three volume Canadian reference work; previously distributed to schools by the Department of Education

Encyclopédie Microsoft Encarta 98

Microsoft Canada
320 Matheson Blvd. West
Mississauga, Ontario
L5R 3R1

Computer software; encyclopedia

L'Acadie

Portage Technologies
8 Lakeview Drive
Sydney, Nova Scotia
B1L 1C4

Encyclopedia (CD-Rom) of Acadian History and Culture

L'Identité Québécoise: un aperçu du patrimoine et de la vie québécoise

Association canadienne d'éducation de langue française

268, rue Marie-de-l'Incarnation

Québec, Québec

G1N 3G4

Interactive (CD-Rom) question game

Bescherelle 1, L'Art de conjuguer

Éditions Hurtubise HMH Ltée

7360, blvd. Newman

Ville LaSalle, Québec

H8N 1X2

Verb reference

La francophonie canadienne...un lien avec le monde!

Canadian Heritage

Ottawa, Ontario

K1A 0M5

Poster map of French in Canada and around the world; other materials also available.

Collection of bilingual, unilingual French, and visual dictionaries

Examples:

The Collins Robert French Dictionary

Bilingual

Le Petit Robert

Unilingual

Dictionnaire thématique-visuel

Visual

Dictionnaire des synonymes

Contes et légendes du Québec

Contes et légendes de France

Contes et légendes du monde francophone

National Textbook Company

Lincolnwood, Illinois, USA

Anthologies of tales and legends

Communication Plus 1,2,3,4

Centre éducatif et culturel inc.
8101, boul. Métropolitain Est,
Anjou, Québec
H1J 1J9

Audio cassettes and student workbooks or blackline masters

Ça vient du t'choeur: Voyage dans la communauté franco-terreneuvienne

Canadian Broadcasting Corporation
Video; available on loan

Contre vents et marées

Les éditions d'Acadie
C.P. 885
Moncton, Nouveau Brunswick
E1C 8N8

Portrait of Newfoundland and Labrador's francophone population

Patrimoines: La francophonie en Amérique du Nord

Hacourt Brace Jovanovich Canada Ltée
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

Authorized text for *Français 1202*

Via

Didier Inc
7360, boulevard Newmen
LaSalle, Québec
N8N 1X2

Teacher guide, student text and workbook; authentic, activity-oriented themes

Reflets d'un pays: poèmes et chansons

Éditions Soleil Publishing Inc.
P.O. Box 847
Welland, Ontario
L3B 5Y5

Anthology

Jeunesse Mag

Artistes un jour, artistes toujours!

Nostalgie

Au-delà des frontières

Addison Wesley Longman
26 Prince Andrew Place,
Don Mills, Ontario
M3C 2T8

Magazine-format readers

Le Gaboteur

253, rue Duckworth, 3^e étage

St. John's, Newfoundland

A1C 1G8

French newspaper of Newfoundland and Labrador

French 3200 Oral Testing: A Manual for Interviewers (revised 1990)

Department of Education, Newfoundland & Labrador

Intermediate Core French Curriculum Guide (1997)

Department of Education, Newfoundland & Labrador

Senior High Core French Curriculum Guide (1998)

Department of Education, Newfoundland & Labrador

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Notes:

CURRICULUM OUTCOMES (Key stages - Grades 6, 9, 12)

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

By the end of Grade 6, students will be expected to:

- C Exchange personal information orally, with brief, simple messages.
- C Make simple requests (e.g., ask questions related to time, family).
- C Share likes/dislikes, interests.
- C Use gestures, appropriate tone of voice and rhythm of speech in developing fluency.
- C Participate in classroom routines conducted in French:
 - using phrases and expressions that are useful in many different situations (e.g., asking for repetition, clarification, position, direction).
- C Use brief, simple sentences to express facts, emotions and ideas about pictures, common life experiences, as well as short oral and written texts:
 - using learned vocabulary
 - emphasizing ideas in the present tense
 - orally and in written form.

By the end of Grade 9, students will be expected to:

- C Participate in short conversations for a variety of purposes when given some support.
- C Ask for specific information/objects (e.g., time, drink of water).
- C Share information about activities, interests.
- C Use features of voice and gestures to help clarify meaning when talking, making presentations, telling stories.
- C Take part in familiar activities (real or simulated) using **simple** French:
 - using a range of vocabulary;
 - linking statements in past, present and future time;
 - orally and in written form.
- C Write for a variety of purposes in routine classroom situations using the stages of the writing process when given support (e.g., write a description of a person, place or scene; prepare a school announcement; create a poster; prepare and conduct a survey).

By the end of Grade 12, students will be expected to:

- C Describe events and experiences in logical progression (e.g., discuss current events, write journal).
- C Ask for information, assistance, and service.
- C Communicate needs, desires and emotions.

- C Adapt vocabulary, sentence structures and rate of speech to suit the audience and purpose.
- C Interact effectively and with some spontaneity, in French, in common life situations (e.g., job interview, witness to an accident):
 - using a range of vocabulary
 - in past, present and future tense
 - orally and in written form
- C Use the stages of the writing process to produce writing of high quality, drawing from a variety of resources (e.g., dictionaries, models, grammar texts).

ACQUIRING INFORMATION: *Students will acquire information from French language resources.*

By the end of Grade 6, students will be expected to:

- C Follow instructions both orally and in written form based on normal classroom activities.
- C Read a variety of classroom resources independently for information and pleasure. (e.g., bilingual dictionary, brochures, telephone directory, menus, etc.).
- C Read short texts as part of an assignment and occasionally choose and read for enjoyment short texts in French.
- C Read to identify the main ideas and supporting details in simple texts containing familiar and unfamiliar vocabulary.
- C Identify key messages in simple media texts on familiar topics.
- C Read orally with good pronunciation and intonation short passages of previously learned vocabulary and structures.

By the end of Grade 9, students will be expected to:

- C Listen attentively and understand the intention and meaning in oral texts delivered by a variety of speakers in familiar situations.
- C Extract information from French materials in order to complete an authentic task (e.g., examine different sections of a newspaper and produce a class news presentation, research life of a favourite personality, etc.).
- C Select and read simple material on familiar topics for information and personal enjoyment.
- C Extract information from French resources (e.g., informational magazines, atlas, pamphlets, etc.) and represent the knowledge gained through charts, time lines, collages, etc.
- C Understand key messages and supporting details in simple media texts on familiar topics and produce simple media texts.
- C Read orally with good pronunciation and intonation short texts containing recombined materials of learned and new vocabulary.

By the end of Grade 12, students will be expected to:

- C Process and adapt information from various French materials to complete an authentic task (e.g., prepare a questionnaire based on current information; react to a news item).
- C Research a chosen topic and analyse relevant information to complete an authentic task (e.g., a class debate; an oral presentation, a written summary).
- C Read for enjoyment and information and respond to such texts in ways that involve general knowledge, personal experience and knowledge of the media.

EXPERIENCING CREATIVE WORKS: *Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.*

By the end of Grade 6, students will be expected to:

- C Respond personally and creatively to songs, rhymes and pictures of interest to children (e.g., mime, draw, sing).
- C Use literary forms to reflect creatively upon personal experience (e.g., songs, comptines).
- C Identify the sequence of events in terms of time and place in simple stories adapted for second language learners.
- C Demonstrate general comprehension of short passages of recombined elements by selecting the correct word or phrase in multiple choice items.

By the end of Grade 9, students will be expected to:

- C View, listen to and to some extent, read creative works with visual and contextual support (e.g., a poem, legend, music video, story), and respond to them in a personal way (e.g., poem, song, collage, skit, publicity poster, commercial, etc.).
- C Use samples of literature, media and music to reflect creatively and critically upon issues and experience relevant to themselves and their peers.
- C Identify the main ideas in an extract, article, story, poem.
- C Summarize a story, write an appropriate ending or create a cartoon based on a story line.
- C Predict global meaning by identifying clues from the context (e.g., title, illustrations, opening paragraph, etc.).
- C Describe emotions evoked by a picture, a character, an idea, an action or an author.
- C Make simple comparisons between fictitious events and actions to real life ones.
- C Share and discuss their personal responses to events, characters, ideas through a variety of means (e.g., murals, short responses to questions, time lines, poetry, role play).
- C Identify messages used in publicity and recognize the link between ideas and attitudes in visuals.
- C Identify examples of how music, sound effects, and voice create different effects in the media.

By the end of Grade 12, students will be expected to:

- C View, listen to and read creative works (e.g., short films, poems, short stories, articles, songs) and respond to them through role playing, inventing a story ending, interpreting a poem.
- C Use various features of media texts (e.g., pace, timing) to interpret and produce a variety of such texts and to detect bias.
- C Distinguish fiction from non-fiction.

UNDERSTANDING CULTURAL INFLUENCES: *Students will demonstrate a knowledge of French-speaking cultures in Newfoundland and Labrador, Canada, and other countries and an understanding of the links between language, culture and identity.*

By the end of Grade 6, students will be expected to:

- C Demonstrate an awareness of the daily life, institutions and the arts in French Canada and other francophone regions of the world. For example, they will know:
 - that English and French are Canada's two official languages
 - that there is a French-speaking population in Newfoundland and Labrador
 - that French-speaking children play games and like many things
 - that English-speaking children like
 - that French is present in our daily lives (labels, TV, etc.)
 - that French-speaking people have their own newspapers, magazines, TV and radio channels and movies.
- C Identify elements of their own cultural background (e.g., list celebrations important to their families).
- C Identify elements of francophone cultures which are different from their own (e.g., prepare and eat French breakfast, celebration of feast days as well as birthdays).
- C Demonstrate awareness of the French cultural heritage of Newfoundland and Labrador (e.g., knowledge of common French family names, where they settled and why; what is their present status).

By the end of Grade 9, students will be expected to:

- C Identify the importance of French as an official language and the contribution of francophones to Canada's national heritage. For example, they will:
 - identify similarities between their daily lives and those of their French-speaking peers
 - recognize common stereotypes
 - identify prominent French-speaking Canadians and their accomplishments
- C Identify and share own family, school, community customs and behavioural patterns (e.g., present photo reports, interview senior citizens in community and present a short report).
- C Identify some similarities and differences between their own customs and behavioural patterns and those of francophone cultures (e.g., compare a typical holiday dinner menu from Quebec and one from their own home).
- C Provide examples of how French language materials reflect francophone cultures (e.g., read a series of magazine advertisements and identify similarities and differences in content and language use).

- C Provide examples of cultural idiom and nuance in spoken French (e.g., list common expressions, such as *j'ai un chat dans la gorge*), and role play situations in which such expressions might be used appropriately; keep a personal dictionary of idiomatic expressions.
- C Demonstrate an awareness of major news events in French-speaking regions or countries of the world as reported in the print or electronic media.
- C Demonstrate **some** understanding of the use of social conventions in English as well as French (e.g., contrast between colloquial and formal speech; differences between spoken and written language).
- C Develop an awareness of the multicultural nature of present-day Canada.

By the end of grade 12, students will be expected to:

- C Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture (e.g., role play a cultural faux pas in their community).
- C Examine their own family, school or community customs and behavioural patterns and discuss similarities and differences when compared to francophone cultures (e.g., read a French magazine survey about teen views on dating and compare these views to their own).
- C Assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world (e.g., analyse the status symbols and celebrity role models, discuss the impact of the media on popular youth culture).
- C Identify countries and regions where the French language is spoken and describe a variety of contributions of individuals from these countries and regions to Canada and the world.

Appendix A

USING LANGUAGE LEARNING STRATEGIES: *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.*

By the end of Grade 6, students will be expected to:

- C Use their knowledge of word forms, word order and individual words to understand simple narratives and conversations.
- C Apply prior knowledge of how their own language works such as:
 - recognizing cognates and root word families
 - guessing meaning from contextual, visual, non-verbal clues
 - tolerating ambiguity of meaning when unable to fully understand the meaning.
- C Recognize patterns in French and develop awareness that some patterns are similar to their own language and some are not (e.g., gender, plurals, sound/symbol relationships).
- C View and read selectively focussing on key information on familiar topics.
- C Distinguish sound and language patterns that convey the speaker's intention and meaning (e.g., ending of past, present and future tenses) in controlled situations.
- C Use visual and verbal cues as well as personal experience to make sense of short oral and written texts.
- C Require support to communicate using a combination of English, single French words and non-verbal strategies.
- C Begin to adapt writing to audience (e.g., writing a post card, a friendly note).
- C Participate in group process of generating ideas for writing when given extensive support.

By the end of Grade 9, students will be expected to:

- C Apply additional strategies, mostly at the receptive level such as:
 - recognizing known French in new and unfamiliar contexts
 - using gesture, writing, visual clues and occasionally English words to cope with unknown expressions and avoid breakdown of communication.
- C In addition to previous strategies students negotiate meaning by using questions and synonyms in French in order to clarify meaning.
- C Identify useful patterns in pronunciation, spelling, structure of phrases, questioning techniques that unlock the code of the French language.
- C Demonstrate understanding of key messages and supporting details in simple media texts on familiar and new topics and produce simple media texts.
- C Distinguish sounds and language patterns that convey the intention and meaning in oral texts delivered by a variety of speakers in familiar situations

- C Use all available cues as well as personal experience to make sense of short oral and written texts on a variety of topics.
- C Communicate using a variety of verbal (e.g., ask questions, rephrase statements) and non-verbal strategies (e.g., gestures), even at the risk of error.
- C Generate ideas and organize information in a variety of forms alone or in groups.
- C Make revisions to written texts (e.g., clarifying content, changing paragraph structure, etc.) using the stages of the writing process.

By the end of Grade 12, students will be expected to:

- C Compare conventions of the English language (e.g., word order, verb tenses, gender) with parallel conventions in the French language.
- C Use previously acquired language learning techniques and strategies to expand their knowledge of French (e.g., cognates, prefixes, suffixes, word families, synonyms).
- C Use reference materials with increasing skill (e.g., unilingual dictionaries, grammar references).
- C Explore the production process (e.g., operate simple equipment, participate actively in a group production).
- C Demonstrate understanding of the writing process: pre-writing, drafting, revising, editing and publishing.

SPECIFIC CURRICULUM OUTCOMES (French 2200 - 3200 - 3201)

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

By the end of French 2200, students will be expected to:

- 1.1 Participate, with support ¹, in classroom routines conducted in French
- 1.2 Ask for specific information, assistance or service related to their needs and interests
- 1.3 Express, with support, needs, desires, opinions and emotions
- 1.4 Recognize that vocabulary, sentence structures and rate of speech vary according to the audience or purpose
- 1.5 Interact effectively in French in everyday situations
 - using a range of vocabulary
 - in past, present and future tenses
 - orally and in written form
- 1.6 Write, with support, for a variety of purposes using the writing process
- 1.7 Describe personal experiences in logical progression (e.g., use d'abord, puis, ensuite, alors, enfin, parce que, cependant, pourtant, d'ailleurs, de plus, dont, peut-être)
- 1.8 Transcribe oral communications into written form (up to 100 words)

By the end of French 3200, students will be expected to:

- 1.1 Participate in classroom routines conducted in French
- 1.2 Ask for information, assistance or service
- 1.3 Explain, with support, needs, desires, opinions and emotions
- 1.4 Adapt vocabulary, sentence structures and rate of speech to suit the audience or purpose
- 1.5 Interact effectively, and on occasion spontaneously, in French in everyday situations
 - using a range of vocabulary
 - using past, present and future tenses
 - orally and in written form
- 1.6 With support, create texts ² using the writing process and incorporating information from a variety of resources
- 1.7 Describe events and experiences in logical progression (e.g., use d'abord, puis, ensuite, alors, enfin, parce que, cependant, pourtant, d'ailleurs, de plus, dont, peut-être)
- 1.8 Transcribe oral communications into written form (up to 120 words)

By the end of French 3201, students will be expected to:

- 1.1 Participate actively in classroom routines conducted in French
- 1.2 Make inquiries to obtain information or service
- 1.3 Compare needs, desires, opinions and emotions
- 1.4 Adapt vocabulary, sentence structures and rate of speech to the audience or purpose
- 1.5 Interact effectively and spontaneously
 - using a range of vocabulary and tenses
 - orally and in written form
- 1.6 Create texts using the writing process incorporating information from a number of resources (e.g. dictionaries, models, grammar references)
- 1.7 Narrate events and experiences
- 1.8 Transcribe oral communications into written form (up to 120 words)

1. *Support: indicates teacher guidance and assistance, use of a written guide and/or direct access to resources.*
2. *Text: any language event whether written, oral or visual.*

Appendix B

ACQUIRING INFORMATION: *Students will acquire information from French language resources.*

By the end of French 2200, students will be expected to:

- 2.1 Apply information from oral texts to complete a task
- 2.2 Extract and process information from French materials in order to complete an authentic task ¹
- 2.3 Select and use information from various sources (e.g., the Internet) to complete a task
- 2.4 Select and read material on familiar and unfamiliar topics for information and personal enjoyment

By the end of French 3200, students will be expected to:

- 2.1 Adapt information, with support, from oral texts to complete a task
- 2.2 Adapt information, with support, from French materials in order to complete an authentic task
- 2.3 Research a chosen topic using various media (e.g., the Internet and encyclopaedia) and adapt information, with support, to complete a task
- 2.4 Read texts for enjoyment and information and respond to such texts in ways that involve general knowledge and personal experience

By the end of French 3201, students will be expected to:

- 2.1 Adapt information from oral texts to complete a task
- 2.2 Adapt information from French materials in order to complete an authentic task
- 2.3 Research a chosen topic and analyse relevant information to complete an authentic task
- 2.4 Read texts for enjoyment and information and analyse the themes, figurative language and symbolism found in these texts

1. *Authentic task: a task which engages the students in thoughtful learning and is meaningful and relevant to their lives.*

EXPERIENCING CREATIVE WORKS: *Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.*

By the end of French 2200, students will be expected to:

- 3.1 View, listen to and read creative works with support (e.g., short films, poems, short stories, articles, songs) and respond to them through various means (e.g., poem, song, collage, skit, publicity poster, commercial drawing)
- 3.2 Use features of media texts (e.g., audience, headlines, visual presentation, layout, home page, web site) to produce a simple media text (e.g., publicity ad)
- 3.3 Distinguish between relevant and irrelevant information to understand communication

By the end of French 3200, students will be expected to:

- 3.1 View, listen to and read creative works with support (e.g., short films, poems, short stories, articles, songs) and respond to them through various means (e.g., role playing, inventing a story ending, interpreting a poem)
- 3.2 Use various features of media texts (e.g., audience, headlines, visual presentation, layout, home page, web site) to interpret and produce a variety of such texts and to detect bias
- 3.3 Distinguish between facts and opinions or emotions in a text

By the end of French 3201, students will be expected to:

- 3.1 View, listen to and read creative works with support (e.g., short films, poems, short stories, articles, songs) analyse and respond to them through various means (e.g., debates)
- 3.2 Analyse and interpret media texts and produce a variety of such texts
- 3.3 Distinguish between fiction and non-fiction and apply this knowledge to a creative endeavour

Appendix B

UNDERSTANDING CULTURAL INFLUENCES: *Students will demonstrate a knowledge of French-speaking cultures in Newfoundland and Labrador, Canada, and other countries and an understanding of the links between language, culture and identity.*

- By the end of French 2200, students will be expected to:*
- 4.1 Demonstrate an awareness of different behavioural norms that exist in francophone cultures
 - 4.2 Examine their own family, school and community customs and behavioural patterns and identify similarities and differences with those of francophone cultures
 - 4.3 Recognize the behavioural patterns and values that define their culture
 - 4.4 Identify countries and regions where the French language is spoken and explain the contributions of individuals from these countries to Canada and the world
 - 4.5 Recognize the importance of bilingualism in our society
- By the end of French 3200, students will be expected to:*
- 4.1 Describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture
 - 4.2 Discuss similarities and differences between customs, behavioural patterns and social language conventions of their culture and those of francophone cultures
 - 4.3 Discuss how the behavioural patterns and values that define their culture influence the way they personally view the world
 - 4.4 Discuss the contributions of contemporary francophones and francophone cultures to Canada
 - 4.5 Explain the contribution of bilingualism to our society
- By the end of French 3201, students will be expected to:*
- 4.1 Show cultural sensitivity in everyday situations through appropriate behaviour and language
 - 4.2 Explain cultural similarities and differences using examples
 - 4.3 Assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world (e.g., analyse status symbols and celebrity role models; discuss the impact of the media on popular youth culture)
 - 4.4 Describe the contributions of contemporary francophones and francophone cultures to Canada and the world
 - 4.5 Explain the advantages of being bilingual

USING LANGUAGE LEARNING STRATEGIES: *Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations.*

- By the end of French 2200, students will be expected to:*
- 5.1 Identify parallel conventions in French and English (e.g., word order, verb tenses, gender)
 - 5.2 Use previously acquired language learning techniques (e.g., recognizing cognates, prefixes, suffixes, non-verbal clues, circumlocutions, word families, synonyms) to negotiate meaning in unfamiliar situations
 - 5.3 Use reference materials, with support (e.g., bilingual dictionary, unilingual dictionary, grammar references, the Internet) to facilitate comprehension and to sustain communication
 - 5.4 Use collaborative techniques (e.g., brainstorming, sharing ideas, exploring technology, peer-editing, self-evaluation, reflection) to organize information and ideas needed to complete a task
 - 5.5 Demonstrate an awareness of which pre-writing, drafting, revising, editing, proofreading and presentation strategies work for them in producing texts
- By the end of French 3200, students will be expected to:*
- 5.1 Compare conventions of the English language (e.g., word order, verb tenses, gender) with parallel conventions in the French language
 - 5.2 Use previously acquired language learning techniques to clarify and negotiate meaning in order to cope with unknown expressions and avoid breakdown of communication
 - 5.3 Begin to use reference materials independently to facilitate comprehension and to sustain communication
 - 5.4 Use collaborative techniques to plan a presentation
 - 5.5 Apply their knowledge of which strategies are effective in creating texts
- By the end of French 3201, students will be expected to:*
- 5.1 Apply their knowledge of parallel conventions in the French and English languages to communicate effectively
 - 5.2 Use previously acquired language learning techniques to sustain communication and to expand their knowledge of French
 - 5.3 Use reference materials independently to facilitate comprehension and to communicate effectively
 - 5.4 Organize, individually and in groups, an oral, written or visual production
 - 5.5 Apply their knowledge of which strategies are effective to enhance clarity, precision and effectiveness of their texts

CRITERIA FOR LANGUAGE PERFORMANCE

(Adapted from Senior High Core French Curriculum Guide, 1998)

Spontaneous Oral Expression

Spontaneous oral expression is often a more demanding type of performance but it is vital for student success. **Spontaneous Oral Performance** requires the student to:

- C understand the message
- C recall information related to that message
- C select appropriate vocabulary and language patterns to express ideas or comments
- C organize ideas or comments into comprehensible language
- C express the message within a time limit

In evaluating spontaneous oral production, the teacher should focus more on the message which the student is attempting to communicate, and less on the form of the message. The following questions should be answered by the teacher:

- C Does the student understand?
- C Is the message understood by the audience?

If the factual or interpretative points are comprehensible, this is acceptable performance. To distinguish quality in relation to the factual content teachers may use a scale. When employed **regularly**, this is a reliable and valid means of evaluating oral work.

Spontaneous Written Expression

In-class compositions and examination items such as opinion or personal interpretation questions, are examples of **Spontaneous written expression**. Student work is a first draft prepared under a time constraint with little opportunity for revising and rewriting. Therefore, these items should be graded mainly on the basis of the following components:

- C **content**
- C **logical ordering**
- C **vocabulary.**

**Prepared Language
Performance
(Oral and Written)**

Prepared Language Performance activities can be written submissions or oral presentations. A student is required to:

- C prepare an initial draft
- C discuss this in a student-teacher or small group conference
- C revise, edit, and then rewrite work incorporating all suggested improvements
- C proofread the final draft or script
- C present or submit work for grading

The teacher assesses this work mainly according to the following criteria:

- C content
- C logical ordering
- C vocabulary
- C organization
- C clarity of expression
- C grammatical accuracy
- C style

Notes: