
To The Teacher

This *Senior High Core French Curriculum Guide* is intended to assist you in your planning and presentation of the Senior High Core French Program. The guide includes the description of the Senior High Core French Program as provided in the previous documents, *Course Descriptions for French 2100, 2101, and 3200; Interim Edition* and *Course Description for French 3201* and has been extended to focus on the outcomes-directed curriculum of the Senior High Core French Program.

The Department of Education has identified the Essential Graduation Learnings expected of all students graduating from high school. These learnings describe the knowledge, skills and attitudes which prepare students for lifelong learning. This curriculum guide articulates how the Core French Program contributes to the achievement of the Essential Graduation Learnings.

This curriculum guide presents the outcomes of the Core French Program but concentrates on the specific outcomes of French 2200, 3200 and 3201. These outcomes provide the framework for the Senior High Core French Program. The resources and the methodology used support the principles of this outcomes-directed approach.

This curriculum guide includes **plans of work** for *Destinations 4, 5* and *En Direct 1, 2* to assist you in linking these authorized resources to the specific curriculum outcomes. Specific outcomes for each unit are given and selections of material made to meet these outcomes. Also included are suggestions of activities and the recommended linguistic content of the unit. These plans were developed by teachers for teachers to assist in the planning and implementation of the Program. They are intended as a guide only. You are encouraged to use these plans and to adapt them as your needs and the needs of your students require.



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Introduction

Since the early days of education in this province, a modern or classical language has been regarded as a necessary part of a well-rounded education. Consequently, several languages, particularly Latin and French, were part of the school program. In recognition of French and English as official languages of Canada, more recently, the focus in second language teaching in this province has been almost totally on French.

Proficiency in both official languages is desirable for all students in Newfoundland and Labrador. Study of a second language is first and foremost an enriching educational experience, long recognized for its significant contribution to the social, emotional, and intellectual development of learners. In addition, students should have the opportunity to develop communication skills in French as an official language of Canada. Furthermore, the ability to speak French is regarded as an important asset in finding both temporary and longer term employment provincially, nationally and internationally. Also, throughout the world, second language instruction is offered as a basic part of school programs. This makes learning a second language a component of a world class education.

Learning French as a second language, exploring official languages and learning about francophones all promote an awareness of other linguistic and cultural groups. This fosters an open, tolerant attitude towards others, which is very important in today's multicultural Canada.

An Outcomes-Directed Approach to Learning

Essential graduation learnings describe the knowledge, skills and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to become lifelong learners. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. Students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future. Essential graduation learnings are cross-curricular and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Curriculum outcomes identify what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe what knowledge, skills and attitudes students are expected to demonstrate at the end of certain key stages in their education, as a result of their cumulative learning experiences at each grade level in the entry-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate their progress towards the essential graduation learnings.

Students must demonstrate knowledge, skills and attitudes in the following essential graduation learnings to show that they have met the expectations of the education system of Newfoundland and Labrador. The explanations show the contribution of the curriculum outcomes of the Core French Program 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 Core French Program provides many experiences which involve students in using the French language for aesthetic expression. Students are given the opportunity to experience creative works in French and to respond to these works personally, critically and creatively. Students demonstrate an understanding of the relationships between language, culture, and identity, and the contribution made by the arts to these relationships.

Citizenship

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

The Core French Program enables students to acquire 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. It contributes to an understanding of the multicultural nature of Canada and provides students with a knowledge of the other official language. The Core French Program promotes tolerance, on the part of students, of ideas, customs and ways of thought different from their own.

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.

The primary focus of the Core French Program is communication. Throughout the Program, students use French to establish and maintain relationships, to share ideas and opinions, and to be actively involved in a variety of learning experiences. Students are given the opportunity to express, extend, clarify and reflect on their thoughts, ideas and experiences. The curriculum builds students' awareness of the language skills, strategies and processes they use to learn French, thereby enhancing the learning of these skills, strategies and processes in their own language. One of the organizing principles of the general curriculum outcomes of the Core French Program is communication and **all** the curriculum and specific grade level outcomes contribute to this learning.

Personal Development

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

Language learning is a social activity which develops personal and interpersonal skills. Language development is essential for success in life, including further education, work and social interaction. The Core French Program promotes second language development which provides access to a variety of career opportunities. It develops self-reliance by helping students learn strategies to cope in novel situations. As well, learning a second language is a stimulating and constructive way to use leisure time.

Problem Solving

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

The basis of second language learning is problem solving. Throughout the Core French Program, students use the strategies and processes needed to access information, to clarify and negotiate meaning, to express and justify their opinions and to cope effectively in unfamiliar situations in a second language. Working independently and collaboratively, students apply critical, analytical and creative

thinking skills. The challenge of learning a second language requires students to express themselves accurately in unique and different ways. Students deal with ambiguity and uncertainty and thus develop flexibility and creativity in the use of problem solving strategies.

Technological Competence

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

Students use a range of technologies in learning French. Audio, video and media technology are included in all authorized and recommended resources. Students are encouraged to use computers and emerging features of the Information Highway. They also have the opportunity to explore issues related to the use of technology in society.

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.

The Core French Program explores the way of life of another culture, thus contributing to the development of tolerance of others and a respect for their rights. Students are encouraged to examine their own behaviours and customs and to compare these to the behaviours and customs of francophones. Learning resources are evaluated to ensure that social, ethnic, racial, religious, gender and language bias and stereotyping are avoided.

The Core French Program supports the achievement of all the essential graduation learnings. Most directly, the two essential graduation learnings, *communication* and *problem solving*, are supported through all day-to-day activities of the Core French Program as students are required to use language strategies and processes to communicate effectively in French. The skills acquired through this process enable students to become better communicators in their own language as well as in the second language. The essential graduation learning of *citizenship* is an important component of the Core French Program. The study of Canada's other official language makes students more aware of the political, social and economic forces that have shaped and continue to shape Canada. The other

learnings - *aesthetic expression, personal development, technological competence, and spiritual and moral development* are also included in the Program. Students are encouraged to work independently and in groups to respond creatively and critically to various forms of the arts. In acquiring language proficiency, students use a variety of technologies. Tolerance of others and their cultures is promoted throughout the Program. Through their study of a second language, students are given the opportunity to develop the knowledge, skills and attitudes needed to meet the changing demands of the next century with confidence.

Statement of Purpose

Currently, there are three types of curriculum organization in the province for the teaching of French as a second language: Core French, Expanded Core French and French Immersion. Core French is the most accessible program. It is offered in virtually all high schools and involves the teaching of French as a regular subject at a scheduled time in the school day.

The study of French as a second language offers a form of personal enrichment, providing students with a lifelong skill and a broader view of the world. It broadens students' knowledge of world languages, increases their sensitivity to other cultures, and enables them to make connections with their own language and culture. The study of French also fosters understanding of Canada's two major linguistic and cultural groups and contributes to their understanding of the multicultural nature of Canada. The supportive environment and open-ended activities of the communicative classroom promote creativity, higher-level thinking skills, positive self-concept, and independent decision making.

In the work place, proficiency in a second language is often a decisive factor in finding employment. In a competitive job environment when many applicants have similar qualifications for a position, French can help a person be selected for that position.

The Core French Program in Newfoundland and Labrador is organized to help students:

- develop communication skills
- expand their linguistic knowledge

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- develop skills to enhance employment opportunities
 - broaden their cultural understanding
 - use effective strategies to learn a second language

Based on approximately 960 hours of instructional time to the end of high school, students in the Core French Program

- should have sufficient oral proficiency to participate in general, non-technical conversations.
- should be able to comprehend, with the aid of a dictionary, articles on subjects of interest to them.
- should be able to produce texts that communicate ideas effectively, although errors may occur.
- should have a fundamental knowledge of the language.
- should have an increased knowledge and appreciation of the culture and aspirations of francophones.
- should be able to resume the study of French later in life, if the desire or need arises.

Student Background

Senior high students are graduates of Core French Grades 4 - 9 who have devoted 500 - 600 hours to the study of French. They arrive in high school from a sequentially organized intermediate program which emphasized the development of oral comprehension and production skills over written comprehension and production skills.

They are used to a learner-centered approach in which new content is presented in context. In the intermediate program, students developed language proficiency through both formal and functional learning contexts.

At the end of Grade Nine, students should be able to do the following:

- communicate in French by taking part in familiar activities and conversations using oral and written forms

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- acquire information from texts related to their interests, needs and language proficiency in order to complete tasks
 - experience and respond to creative works in a personal way
 - show an awareness and an understanding of the presence of francophones in Canada and the world and begin to develop an awareness of the multicultural nature of Canada
 - use strategies to assist them in their learning of French

A full list of Grade 9 key stage outcomes is found in Appendix A.

The main instructional strategies used in the Intermediate Core French Program are brainstorming, cooperative small group learning, and role-playing.

The main content areas include themes (family and home, school, leisure, holiday and travel); functions (socializing, showing emotion, judging, getting things done, getting the facts, responding to the facts); culture; and general language education.

For more information on students' language experiences in Core French Grades 7 - 9, teachers should refer to *Intermediate Core French Curriculum Guide* (1997).

Senior High Core French

Senior High Core French consists of three courses: French 2200, 3200, and 3201. French 2200 and 3200 comprise the language development sequence.

French 3201 is based on the assumption that students have sufficient proficiency, as a result of their experiences to the end of French 3200, to study content directly in French. The emphasis in French 3201 is on the study of themes providing insight into the francophone way of life; specific language elements are given attention, as needed, to facilitate this study.

Students may conclude their study of Core French by successfully completing French 3200 or, they may choose to continue to French 3201. Ideally, students taking Core French in senior high would take a course per year in French.

Course Design

Senior High Core French is organized in accordance with the principle of language proficiency. Students participate in a series of experiences designed to help them become more effective language learners, develop better communication skills, expand their cultural understanding, and broaden their linguistic knowledge. As they devote more time to second language learning and widen their range of experiences in French, they gain new knowledge and skills in each of these areas, all of which contribute to the development of overall proficiency in French.

Senior High Core French involves students in meaningful tasks as the starting point for learning. These tasks or direct experiences in French serve as the context for language learning and help students identify gaps in their linguistic knowledge and communication skills. When gaps are identified, they become the focus of further practice.

The learning outcomes for Senior High Core French have been organized to focus on five broad areas: communicating, acquiring information, experiencing creative works, understanding cultural influences, and using language learning strategies. These organizers focus attention on the most important purposes for studying French. In the classroom, however, they will be integrated in most activities, in the instructional process and also in the evaluation of student achievement.

Communicating

Enabling students to communicate with others in French is the essential purpose of the Core French Program. The program includes the four main communication skills - *oral* and *written comprehension* and *production* - and encourages the use of *viewing* and *representing* in order to reach students with a wide range of abilities. Communication in French is used to establish and maintain personal relationships, to share ideas and opinions, and to get things done.

The use of *communicating* as an organizer is based on the principle that students learn language by using it in meaningful contexts to make sense of actions, events, tasks, and activities. Context is necessary for the interpretation of events and for the negotiation of meaning; it is critical to understanding and essential for all learning, because experience is context-based.

Students have a store of knowledge about their immediate world. This knowledge can help them make sense of the actions, events, tasks and activities they encounter in French. Part of this store of knowledge relates to how things work (how they are done or organized) while part is language knowledge.

Through direct experience with actions, events, tasks, and activities related to themes of interest, students have the opportunity to use their store of knowledge to formulate new ways of seeing things (different perspectives), to learn new things (new understandings), or to expand their understandings (deeper meaning).

In Senior High Core French, direct experience in French encourages students to identify their individual level of understanding and assess their own linguistic needs. Direct experience makes language learning more the responsibility of the learner. Students are encouraged to focus on areas of linguistic difficulty (gaps in their knowledge and skills) through involvement in real tasks.

Communication in Senior High Core French also emphasizes a non-analytical approach to language, the focus being the sharing of meaning. Form is important however, when it interferes with communication. This orientation to instruction in Senior High Core French reflects the use of language as a tool in communication. It encourages experimentation, risk taking, intelligent guessing - strategies used in everyday life to make sense of experience. Through this process, students gradually develop better understanding and learn to express themselves more clearly and correctly.

Language study arises from the themes and topics of Senior High Core French as students focus on linguistic elements for the purpose of improving communication. The language elements are determined by the actions, events, tasks, and activities that students are challenged to interpret, clarify, understand and eventually integrate into their store of knowledge. Students study linguistic elements from the perspective of how these elements combine to enable effective communication. Language elements are selected for study and practice based on the communication needs of individual learners. This understanding of the role of language is also based on the principle of language learning which recognizes that pronunciation, spelling patterns, and structural patterns are learned gradually over time, by focussing on the communication of personally relevant messages.

The language component is, then, an inventory of items, intended to prepare students to communicate in authentic situations. Students participate in activities where they practise language forms. They do this as a sort of rehearsal for spontaneous use later. Such practice is necessary, for even though students may understand a form, they may be unable to use it. It is the role of the teacher to work with students towards a better understanding and use of language forms and functions.

*Acquiring
Information*

The second curriculum organizer is the ability to understand and acquire information from original sources (such as French-language television, magazines, or schedules) in order to complete an authentic task. An *authentic task* is one which engages the students in thoughtful learning and is meaningful and relevant to their lives. Care should be taken to ensure that the French language resources are appropriate to the interest and age level of the students.

*Experiencing
Creative Works*

Students learn a language most efficiently when they experience and enjoy the language through music, film, video, poetry, and other forms of creative expression. Students are motivated to continue their language studies when they have frequent opportunities to listen, view, and eventually read creative works in French and respond to them in personal ways.

*Understanding
Cultural Influences*

The culture component refers to the way of life of an identifiable group, including the history, values, behaviours, customs, beliefs, and everyday activities distinguishing or identifying that group.

Culture, an important aspect of the context of learning, contributes to the understanding of actions, events, tasks, and activities. Culture influences the interpretation of experience and the expression of meaning; it is, therefore, closely linked to language and an essential part of all language learning. Cultural understanding is thus a necessary complement to purely linguistic proficiency, in that it assists students in making sense of new experiences, including the learning of French.

Cultural understanding also serves to highlight those characteristics shared by young students in Newfoundland and Labrador and their

French speaking peers in Canada and elsewhere. When students communicate with others in French and participate in cultural experiences, they gain a unique insight into the role of culture which other subject areas cannot provide. Through exploring French and the francophone world, they develop an understanding of francophone perspectives and can better appreciate the role of other cultures, as well as their own.

*Using Language
Learning Strategies*

Language learning strategies are another important component of this program. They are recognized as an essential part of successful language learning. When students apply a range of specific strategies to their language learning, they will be better able to understand information, clarify and negotiate meaning, and generally cope more effectively in situations where communication is needed - in French, English, and any other language. These strategies help students identify how they learn best and help make them more conscious, more directed learners. They help students focus on skills and knowledge they possess already, which can aid them in their second language study. These strategies include:

- using context clues and prior knowledge to predict outcomes, events, global meaning,
- using structural clues to guess meaning,
- using knowledge of the first language to identify cognates and their meanings,
- formulating and testing hypotheses,
- taking an active approach to learning,
- asking questions to clarify meaning,
- taking risks to use language in spoken and written forms,
- monitoring their own learning,
- attending to form and meaning.
- using gestures,
- coining new words,
- using infinitives, cognates, and circumlocutions,
- asking the listener for help,
- translating English patterns into French,
- taking the initiative to begin and conclude a conversation,
- monitoring their own speech,
- paying attention to form and to meaning,
- practising.

Although different language learning strategies are listed as prescribed learning outcomes in different grades, students should be encouraged to build a repertoire of these strategies and apply all language learning strategies in all grades. In every organizer, language learning strategies are used in support of tasks and activities.

Course Content

The Senior High Core French Program is organized thematically to reflect a range of interests and experiences common among high school students. It includes the following themes:

Themes/Topics

Family and Home

Immediate family: personal details, daily routines, individual responsibilities, family activities, family relationships, occupations.

School Life

Type, size, facilities, subjects, homework, schedule, examinations, teachers, school events, school clothes, organization of the school day/year, current issues, travel to and from school, relationships with peers and authority figures.

Leisure

Hobbies and interests, personal spending, friends, television, radio, music, reading, films, sports, cars, dining out, computers, clothes, shopping, routines outside of school, part-time jobs, social events, dating, movies, volunteer activities, community involvement, health and fitness, social concerns.

Holidays and Travel

Holiday plans, special days, methods of travel, weather, holiday activities, food and drink, learning about other people and their way of life, learning other languages.

Challenges of the future

Life after high school, becoming independent, career options, protection of the environment, human rights, scientific and technological advances, other topical issues.

These themes are explored through the use of one of the authorized resources, supported by complementary materials chosen by the teacher. The authorized learning resources should provide an

essential information base for the development of thematic content; however, teachers would likely need to use other sources to ensure a current, accurate and full treatment. This broad approach to the use of learning resources should facilitate the achievement of all curriculum outcomes.

***Curriculum
Outcomes for
Core French***

Student learning outcomes are intended to inform parents, students and teachers about what students are expected to know and be able to do at the end of each level. This *Senior High Core French Curriculum Guide (1998)* focuses on the learning outcomes that Core French students are expected to acquire in French 2200, 3200 and 3201. The curriculum outcomes are presented under five organizers:

- 1. communicating** - the French language is used in all classroom routines to establish and maintain personal relationships, to share ideas and opinions and to get things done;
- 2. acquiring information** - French is used to acquire information for a variety of purposes; authentic texts engage the students in thoughtful learning which may be relevant to their lives;
- 3. 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;
- 4. understanding cultural influences** - the French language is used to learn about francophone cultures and to experience personally the ways in which cultural backgrounds influence one's view of the world;
- 5. using language learning strategies** - the French language 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.

Curriculum outcomes are identified within each organizer. For example:

<i>General curriculum outcome:</i>	
1. COMMUNICATING: <i>Students will use French to establish and maintain relationships, to share ideas and opinions, and to get things done.</i>	
<i>Grade level:</i>	<i>Specific curriculum outcome:</i>
<i>By the end of French 2200, students will be expected to:</i>	1.3 Express, with support, needs, desires, opinions and emotions.

Language learning is not linear in its development. From course to course, language development involves integrating new rules into the existing system of rules, introducing more complex patterns and ideas, and incorporating a broader and, hence, a more sophisticated range of contexts. Students focus on extending and refining their language skills, broadening their range and refining their use of vocabulary, and developing their attitudes and values as a function of their new learnings. This language development is reflected in the outcomes of the Senior High Program. Often, outcome statements overlap courses to highlight the continuity of skill development and language growth; the progression in language learning is communicated by the depth of treatment and the level of difficulty of the content.

Besides informing parents, students and teachers about what students are expected to know, these outcomes also assist educators in determining the most efficient resources and methodology available to meet the needs of the student. The outcomes provide a framework for teachers to determine the students' achievement and progress.

The course level outcomes for Senior High Core French are intended to be a practical guide for teachers in planning learning experiences for students. Examples are provided for some outcomes to assist in planning and to show the continuity and the changing level of difficulty from course to course.

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 texts² 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)

Communicating

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

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

- 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.*

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

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