
Appendix A



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:

- Exchange personal information orally, with brief, simple messages.
- Make simple requests (e.g., ask questions related to time, family).
- Share likes/dislikes, interests.
- Use gestures, appropriate tone of voice and rhythm of speech in developing fluency.
- 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).
- 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:

- Participate in short conversations for a variety of purposes when given some support.
- Ask for specific information/objects (e.g., time, drink of water).
- Share information about activities, interests.
- Use features of voice and gestures to help clarify meaning when talking, making presentations, telling stories.
- 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.
- 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:

- Describe events and experiences in logical progression (e.g., discuss current events, write journal).
- Ask for information, assistance, and service.
- Communicate needs, desires and emotions.
- Adapt vocabulary, sentence structures and rate of speech to suit the audience and purpose.

Appendix A

- 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
- 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:

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

- Listen attentively and understand the intention and meaning in oral texts delivered by a variety of speakers in familiar situations.
- 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.).
- Select and read simple material on familiar topics for information and personal enjoyment.
- Extract information from French resources (e.g., informational magazines, atlas, pamphlets, etc.) and represent the knowledge gained through charts, time lines, collages, etc.
- Understand key messages and supporting details in simple media texts on familiar topics and produce simple media texts.
- 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:

- 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).
- Research a chosen topic and analyse relevant information to complete an authentic task (e.g., a class debate; an oral presentation, a written summary).
- 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:

- Respond personally and creatively to songs, rhymes and pictures of interest to children (e.g., mime, draw, sing).
- Use literary forms to reflect creatively upon personal experience (e.g., songs, comptines).
- Identify the sequence of events in terms of time and place in simple stories adapted for second language learners.
- 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:

- 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.).
- Use samples of literature, media and music to reflect creatively and critically upon issues and experience relevant to themselves and their peers.
- Identify the main ideas in an extract, article, story, poem.
- Summarize a story, write an appropriate ending or create a cartoon based on a story line.
- Predict global meaning by identifying clues from the context (e.g., title, illustrations, opening paragraph, etc.).
- Describe emotions evoked by a picture, a character, an idea, an action or an author.
- Make simple comparisons between fictitious events and actions to real life ones.
- 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).

Appendix A

- Identify messages used in publicity and recognize the link between ideas and attitudes in visuals.
- 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:

- 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.
- Use various features of media texts (e.g., pace, timing) to interpret and produce a variety of such texts and to detect bias.
- 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:

- 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.
- Identify elements of their own cultural background (e.g., list celebrations important to their families).
- 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).
- 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:

- 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
- 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).
- 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).
- 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).
- 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.
- Demonstrate an awareness of major news events in French-speaking regions or countries of the world as reported in the print or electronic media.
- 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).
- Develop an awareness of the multicultural nature of present-day Canada.

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

- 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).
- 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).
- 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).

Appendix A

- 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.

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:

- Use their knowledge of word forms, word order and individual words to understand simple narratives and conversations.
- 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.
- 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).
- View and read selectively focussing on key information on familiar topics.
- 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.
- Use visual and verbal cues as well as personal experience to make sense of short oral and written texts.
- Require support to communicate using a combination of English, single French words and non-verbal strategies.
- Begin to adapt writing to audience (e.g., writing a post card, a friendly note).
- Participate in group process of generating ideas for writing when given extensive support.

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

- 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.
- In addition to previous strategies students negotiate meaning by using questions and synonyms in French in order to clarify meaning.
- Identify useful patterns in pronunciation, spelling, structure of phrases, questioning techniques that unlock the code of the French language.
- Demonstrate understanding of key messages and supporting details in simple media texts on familiar and new topics and produce simple media texts.

- Distinguish sounds and language patterns that convey the intention and meaning in oral texts delivered by a variety of speakers in familiar situations
- Use all available cues as well as personal experience to make sense of short oral and written texts on a variety of topics.
- 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.
- Generate ideas and organize information in a variety of forms alone or in groups.
- 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:*

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

Appendix A

Appendix B



Scales:

1. SPONTANEOUS LANGUAGE PERFORMANCE (Oral)

CONTENT

Most Major Points 5 4 3 2 1 0 No Major Points

STUDENT NAME:

DATE:

2. SPONTANEOUS LANGUAGE PERFORMANCE (Written)

CONTENT (10)	Most Major Points	5	4	3	2	1	0	No Major Points
LOGICAL ORDERING (5)	Events in Sequence	5	4	3	2	1	0	No Logical Sequence
VOCABULARY (5)	Well-chosen Variety	5	4	3	2	1	0	Repetitive Below Average

STUDENT NAME:

DATE:

Appendix B

3. PREPARED LANGUAGE PERFORMANCE

CONTENT (10)	Most Major Points	5	4	3	2	1	0	No Major Points
VOCABULARY (5)	Well-chosen Variety	5	4	3	2	1	0	Repetitive Below Average
LOGICAL (10)	Excellent	5	4	3	2	1	0	Non-existent
CLARITY OF EXPRESSION (10)	Easily Understood	5	4	3	2	1	0	Incomprehensible
GRAMMATICAL ACCURACY (5)	Very Few Errors	5	4	3	2	1	0	Many Errors Major & Minor
STYLE (5)	Original	5	4	3	2	1	0	Unimaginative

STUDENT NAME:

DATE:

4. AFFECTIVE DOMAIN

Participation

Tolerance of differences among people

General awareness of francophone way of life

Continuing desire to increase understanding of francophone way of life

Student can be rated:

A Excellent

B Good

C Fair

D Poor

STUDENT NAME:

DATE:

** Adapted from R. Valette, "Evaluation of Learning in a Second Language", B. S. Bloom et al., (1971) *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw-Hill Book Company, New York.

