Intermediate Core French

GOVERNMENTOF
NEWFOUNDLAND
ANDLABRADOR
Department of Education
Division ofProgramDevelopment

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2007 (Interim)

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Foreword

The Intermediate Core French is a prescribed program of study, authorized by the Minister of Education in accordance with the *Schools Act, 1997*.

Section 117 (a) and (b) speaks to the prescription of programs of study: *The Minister may:*

(a) prescribe books, materials, programs and courses of study for schools;
(b) issue policy directives, …

The Schools Act, 1997 also sets out the responsibilities of teachers. Section 33 (c) specifically speaks to prescribed programs:

A teacher's responsibilities shall include teaching the courses of study and education programs that are prescribed or approved under this Act.

Intermediate Core French is an outcomes-oriented curriculum. Students must have learning experiences which enable them to attain the prescribed outcomes for grades 7, 8 and 9, as set out in this guide. It is recommended that ten percent (10%) of instructional time be allocated to the study of French, as outlined in the *Program of Studies,* which is published annually by the Department of Education.

Acknowledgements

The Department of Education wishes to thank the members of the Intermediate Core French Working Group who worked on this curriculum guide:

Patrick Balsom
Manager, Language Programs
Department of Education

Gennita Bartlett
Program Development Specialist
Core French
Department of Education

David Butt
Former Program Development Specialist (2003-2005)
Core French
Department of Education

Janet Dillon
Teacher, Dunne Academy
St. Mary's

Linda Hart
Teacher, Holy Cross Junior High
St. John's

Randy Parsons
Teacher, Discovery Collegiate
Bonavista

Brigitte Allain-Kashefi
Secretary
Department of Education

Carole Card
Secretary
Department of Education

Marlene LeShane
Teacher, Baccalieu Collegiate
Old Perlican

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Rationale

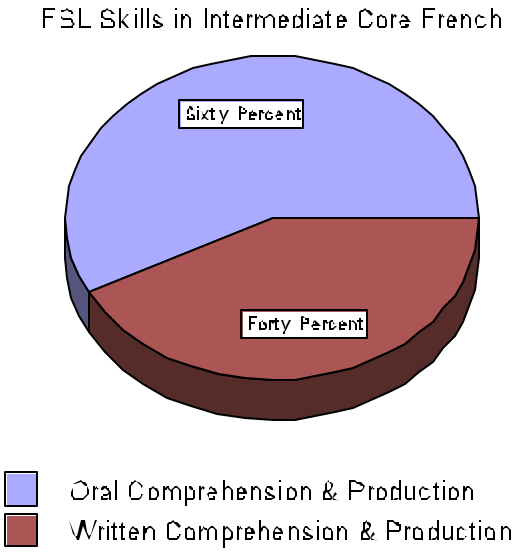
English and French are official languages of Canada. In Canada, therefore the ability to communicate in French is an asset. It is therefore desirable for students in Newfoundland and Labrador to be able to communicate in French. Learning French as a second language and learning about francophones promotes an awareness of linguistic and cultural diversity, and fosters an openness toward others which is essential for full participation in a bilingual, multicultural Canada and in the larger global community.

Overview

In Newfoundland and Labrador, the authorized Core French program begins at Grade 4. Eighty percent of time is devoted to oral comprehension and production, while twenty percent is spent on written comprehension and production. In Elementary Core French the emphasis is on communication.

At the Intermediate level, oral comprehension and production comprises sixty percent of instructional time, and written comprehension and production represents forty percent of the time allocated to the study of French. Culture is a major area of study in the Intermediate Core French program. Students explore the French cultural heritage of Canada and of the world, as well as the links between language, culture and identity. The program reflects the interests of the learners, and includes topics such as family and home, school, leisure activities, holidays and travel.

The study of a second language is an enriching educational experience, long recognized for its contributions to the social, emotional and intellectual development of learners. It fosters the development of problem-solving and creativity, prepares students for opportunities to learn a third or fourth language and helps in finding employment. Second language education is an integral part of public school programs throughout the world.



Definition of Terms

Text - a language event, whether oral, written or visual; a conversation, a poem, a poster, a video are examples of texts.

Authentic text or document - text intended for a francophone audience (e.g., menu, newspaper, product label, advertisement, television or radio broadcast, map, brochure).

Language modes - listening, speaking, reading, writing, viewing.

Program - prescribed provincial curriculum set out in this guide.

Learning resources - textbooks, teacher guides, and other teacher and student materials to assist in teaching and learning.

Essential Graduation Learnings

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

Aesthetic Expression

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

Aesthetic expression encourages learning in and about the arts and highlights the contribution of the arts to society. Core French learners use art, songs, rhymes, short plays, cartoons, poems and other representations to express their ideas and feelings.

Citizenship

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

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

Communication

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

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

Personal Development

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

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

Problem Solving

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

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

Technological Competence

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

Technological competence is an essential element of schooling. In Core French students have opportunities to use different forms of technology. Students use the Internet to access information and to communicate with others.

Spiritual and Moral Development

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

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

An Outcomes - Oriented Approach

Prescribed curriculum is defined by three levels of outcomes. **General curriculum outcomes** link subject areas to the essential graduation learnings and provide an overview of the expectations of student performance. **Keystage outcomes** identify what is expected at the end of a level of schooling; for example, the intermediate level. **Specific curriculum outcomes** state what is expected of students at the end of a grade or course.

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

Language Learning Outcomes

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

Program Design

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

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

Communication

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

Culture

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

General Language Education

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

Program Content

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

- **Family and Home:** Immediate family: names and ages, physical and personality descriptions, birthdays, description of home (e.g., size, number of rooms, contents), daily routines, meals at home, family activities, healthy living.

- **School:** Type, size, facilities, homework, schedule, examinations, teachers, school events, school clothes, organization of the school day/year, current issues, e.g., the environment, travel to and from school.

- **Leisure:** Hobbies and interests, personal spending, friends, television, radio, music, reading, sports, cars, eating meals outside the home, computers, clothes, shopping, routines outside school, part-time jobs, social events.

- **Holidays and Travel:** Holiday plans, special days, methods of travel, weather, holiday activities, food and drink, dining out.

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

General and Specific Curriculum Outcomes

1. Communication
2. Culture
3. General Language Education

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 7, students are expected to:*	Teaching Suggestions
CO 7.1 Exchange information orally with simple messages for a variety of purposes.	
CO 7.2 Ask and answer questions.	
CO 7.3 Express likes and dislikes.	
CO 7.4 Engage in familiar oral and written activities using the present tense.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 7, students are expected to:	
CO 7.5 Demonstrate global comprehension of oral, written, and visual texts on familiar topics from a variety of sources.	
CO 7.6 Extract specific information from oral, written, and visual texts to complete meaninful tasks.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 7, students are expected to:	
CO 7.7 Identify messages represented in diverse media contexts.	
CO 7.8 Sequence events in terms of time and place.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 7, students are expected to:*	Teaching Suggestions
CO 7.9 Read aloud with good pronunciation, intonation, and expression, short texts composed of familiar language.	
CO 7.10 Read a variety of resources for information and pleasure.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 7, students are expected to:

CO 7.11 Create, present, and publish oral and written texts individually and in groups. (Written texts: 25-30 words.)

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 7, students are expected to:

CO 7.12 Identify and share the main idea, message, and emotion of a creative work.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 7, students are expected to:

CO 7.13 Respond creatively to various forms of artistic expression.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes

At the end of Grade 7, students are expected to:

C 7.1 Recognize that Canada is officially a bilingual country.

Teaching Suggestions

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 7, students are expected to:	
C 7.2 Identify personal and local celebrations, customs and routines.	
C 7.3 Identify celebrations, customs and routines of francophone cultures.	

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 7, students are expected to:	
C 7.4 Recognize the presence of the francophone community in Newfoundland and Labrador.	
C 7.5 Identify the contributions of prominent francophones.	

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes

At the end of Grade 7, students are expected to:

C 7.6 Use information from cultural resources to complete a task.

Teaching Suggestions

Assessment

Resources

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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

At the end of Grade 7, students are expected to:

GLE 7.1 Use visual, verbal, and non-verbal cues to decode meaning.

Teaching Suggestions

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 7, students are expected to:	
GLE 7.2 Use contextual clues such as cognates, word families, and word associations to predict meaning.	
GLE 7.3 Use advanced organizers to predict and construct meaning.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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

At the end of Grade 7, students are expected to:

GLE 7.4 Gather and organize information individually, and in groups.

Teaching Suggestions

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 *At the end of Grade 7, students are expected to:*	Teaching Suggestions
GLE 7.5 Apply patterns in pronunciation, spelling, phrase structure, and other conventions to improve oral and written communication.	
GLE 7.6 Use dictionary, glossary, and other reference materials.	
GLE 7.7 Use a model to complete oral and written tasks.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 7, students are expected to:	
GLE 7.8 Recognize the importance of checking for errors.	
GLE 7.9 Use the writing process to complete a task.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 7, students are expected to:	
GLE 7.10 Use presentation strategies (voice, gestures) to enhance communication.	
GLE 7.11 Apply features of print text (font, color, heading) to published text.	
GLE 7.12 Use self-assessment techniques.	

3. Students use language learning strategies enabling 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

General and Specific Curriculum Outcomes

1. Communication
2. Culture
3. General Language Education

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 8, students are expected to:*	Teaching Suggestions
CO 8.1 Engage in directed short conversations for a variety of purposes.	
CO 8.2 Ask and answer questions.	
CO 8.3 Discuss activities and interests with some detail.	
CO 8.4 Engage in familiar oral and written activities, frequently using the present tense and occasionally using past tenses.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 8, students are expected to:*	Teaching Suggestions
CO 8.5 Demonstrate global comprehension of oral, written, and visual texts on familiar topics from a variety of sources.	
CO 8.6 Extract specific information from oral, written, and visual texts to complete meaninful tasks.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 8, students are expected to:*	Teaching Suggestions
CO 8.7 Identify and analyze messages in diverse media contexts.	
CO 8.8 Recount events in terms of time and place.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 8, students are expected to:*	Teaching Suggestions
CO 8.9 Read aloud with good pronunciation, intonation, and expression, short texts composed of familiar language.	
CO 8.10 Read a variety of resources for information and pleasure.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 8, students are expected to:

CO 8.11 Create, present, and publish oral and written texts individually and in groups. (Written texts: 50-55 words.)

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 8, students are expected to:

CO 8.12 Represent and explain the main idea, message, and emotion of a creative work.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 8, students are expected to:

CO 8.13 Respond creatively to various forms of artistic expression.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes

At the end of Grade 8, students are expected to:

C 8.1 Recognize that Canada is officially a bilingual country.

C 8.2 Identify and share personal and local celebrations, customs and routines

Teaching Suggestions

2. Students 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.

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes *At the end of Grade 8, students are expected to:*	Teaching Suggestions
C 8.3 Identify celebrations, customs, and routines of francophone cultures.	
C 8.4 Recognize the presence of francophone cultures in Canada and Saint Pierre et Miquelon.	
C 8.5 Identify and describe the contributions of prominent francophones.	

2. Students 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.

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 8, students are expected to:	

2. Students 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.

Assessment

Record observations.

Resources

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 8, students are expected to:	
GLE 8.1 Use visual, verbal, and non-verbal cues to decode meaning.	
GLE 8.2 Use contextual clues such as cognates, word families, and word associations to predict meaning.	
GLE 8.3 Use advance organizers to predict and construct meaning.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 *At the end of Grade 8, students are expected to:*	Teaching Suggestions
GLE 8.4 Gather and organize information individually, and in groups.	
GLE 8.5 Apply patterns in pronunciation, spelling, phrase structure, and other conventions to improve oral and written communication.	
GLE 8.6 Use dictionary, glossary, and other reference materials.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 8, students are expected to:	
GLE 8.7 Use a model to complete oral and written tasks.	
GLE 8.8 Recognize the importance of checking for errors.	
GLE 8.9 Use the writing process to complete a task.	

3. Students use language learning strategies enabling 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

General Curriculum Outcomes - General Language Education

3. Students use language learning strategies enabling 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 Suggestions
At the end of Grade 8, students are expected to:	
GLE 8.10 Use oral presentation strategies (voice, music, sound, gestures) to enhance communication.	
GLE 8.11 Apply features of print text (font, colour, headings) to published works.	
GLE 8.12 Use self-assessment techniques.	

3. Students use language learning strategies enabling 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

General and Specific Curriculum Outcomes

1. Communication
2. Culture
3. General Language Education

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 9, students are expected to:*	Teaching Suggestions
CO 9.1 Engage in short conversations for a variety of purposes.	
CO 9.2 Ask and answer questions and justify responses.	
CO 9.3 Discuss activities and interests with greater detail.	
CO 9.4 Engage in familiar oral and written activities, frequently using the present tense and occasionally using the past and future tenses.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 9, students are expected to:*	Teaching Suggestions
CO 9.5 Demonstrate global comprehension of oral, written, and visual texts on familiar topics from a variety of sources.	
CO 9.6 Extract specific information from oral, written, and visual texts to complete meaningful tasks.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 9, students are expected to:*	Teaching Suggestions
CO 9.7 Identify and evaluate messages in diverse media contexts.	
CO 9.8 Describe events in terms of time and place.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes *At the end of Grade 9, students are expected to:*	Teaching Suggestions
CO 9.9 Read aloud with good pronunciation, intonation, and expression, short texts composed of familiar and new language.	
CO 9.10 Read a variety of resources for information and pleasure.	

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 9, students are expected to:

CO 9.11 Create, present, and publish oral and written texts individually and in groups. (Written texts: 75-80 words.)

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 9, students are expected to:

CO 9.12 Critique, following a model, a creative work.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Communication

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

Specific Curriculum Outcomes

At the end of Grade 9, students are expected to:

CO 9.13 Respond creatively and critically to various forms of artistic expression.

Teaching Suggestions

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

Assessment

Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes

At the end of Grade 9, students are expected to:

C 9.1 Identify the advantages of knowing both official languages in Canada.

Teaching Suggestions

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 9, students are expected to:	
C 9.2 Identify and discuss personal and local celebrations, customs and routines.	
C 9.3 Compare their own celebrations, customs, and routines to those of francophone cultures.	

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes	Teaching Suggestions
At the end of Grade 9, students are expected to:	
C 9.4 Recognize the presence of francophone cultures in Canada and elsewhere	
C 9.5 Identify and discuss the contributions of prominent francophones.	

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - Culture

2. Students 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.

Specific Curriculum Outcomes

At the end of Grade 9, students are expected to:

C 9.6 Use information from cultural resources to complete a task.

Teaching Suggestions

2. Students 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.

Assessment	Resources

General Curriculum Outcomes - General Language Education

3. Students use French 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 Suggestions
At the end of Grade 9, students are expected to:	
GLE 9.1 Use visual, verbal, and non-verbal cues to decode meaning.	
GLE 9.2 Use contextual clues such as cognates, word families, and word associations to predict meaning.	
GLE 9.3 Use advance organizers to predict and construct meaning.	

3. Students use French 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

General Curriculum Outcomes - General Language Education

3. Students 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 *At the end of Grade 9, students are expected to:*	Teaching Suggestions
GLE 9.4 Gather and organize information individually, and in groups.	
GLE 9.5 Apply patterns in pronunciation, spelling, phrase structure, and other conventions to improve oral and written communication.	
GLE 9.6 Use dictionary, glossary, and other reference materials.	

3. Students 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

General Curriculum Outcomes - General Language Education

3. Students 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 *At the end of Grade 9, students are expected to:*	Teaching Suggestions
GLE 9.7 Use a model to complete oral and written tasks.	
GLE 9.8 Recognize the importance of checking for errors.	
GLE 9.9 Use the writing process to complete a task.	

3. Students 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

General Curriculum Outcomes - General Language Education

3. Students 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 *At the end of Grade 9, students are expected to:*	Teaching Suggestions
GLE 9.10 Use oral presentation strategies (voice, music, sound, gestures) to enhance communication.	
GLE 9.11 Apply features of print text (font, colour, headings) to published works.	
GLE 9.12 Use self-assessment techniques.	

3. Students 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

Instructional Environment

A Multidimensional Program

Core French programs in Newfoundland and Labrador emphasize learning to communicate. The Core French curriculum is based on the multidimensional model of curriculum design, as initially proposed by H. H. Stern and endorsed by the *National Core French Study (1990)*. The multidimensional model includes the language syllabus, the communicative/experiential syllabus, the culture syllabus, and the general language education syllabus.

Language Syllabus

Students learn to communicate in French by having opportunities to use the language in meaningful ways, relevant to their lives. Only through experience and practise can students learn French as a means of communicating. This does not mean that grammar should be ignored, but it is important that it be taught in context.

Communicative/Experiential Syllabus

Students learn by doing. The communicative/experiential approach uses students' experiences as a means of introducing new material and students use these past experiences in the completion of authentic and meaningful tasks. Communication tasks challenge students to use their limited language proficiency; in this process, they have opportunities to reinforce and expand their knowledge and skills. Most importantly, communication tasks help students develop and practise strategies needed to cope in real-life situations.

Culture Syllabus

Culture is an integral component of all languages. Like language, culture plays a discerning role in identifying a people. It consists of the customs, traditions, beliefs, and way of life of a group. Knowledge of culture enables one to communicate more effectively. In the context of second language learning, language and culture are inseparable. Students need to explore the relationship between language and culture and to identify the similarities that exist between their own lives and those of francophones in Canada and throughout the world.

General language education syllabus

Success in acquiring a second language lies partially in an ability to cope with unfamiliar situations. In a multidimensional program, students identify and use language learning strategies for comprehension and communication purposes, learn how to work independently and with others, and reflect on their progress. Elements of general language education, identified in the National Core French Study (1990), enable students to link learning a second language with other aspects of their lives as students.

The Intermediate Student

In Intermediate Core French students range from 12 to 15 years of age. During the intermediate school years, these students undergo rapid developmental changes that have implications for second language learning.

Physically, these students are experiencing rapid physical growth. It is a time when they have difficulty adjusting to the physical changes affecting their self-image.

Emotionally, they are likely to exhibit intense emotions. Their moods tend to last longer and their emotions are more enduring. They tend to be more assertive as their need for independence begins to manifest itself. They also exhibit fear of rejection and feelings of inadequacy in new situations, and self-esteem is often low. There is a maturing of new sexual emotional responses accompanied by emerging sensitivity and the development of reflective thinking.

Socially, these young adolescents are seeking autonomy and identity as they begin the process of achieving independence from the family. While early adolescents have difficulty with boy – girl relations, peer group relationships are very strong as there is a need to conform to group norms such as dress and language. In the classroom setting they like to work in groups and may be more productive doing group activities.

Morally, young adolescents are moving from a morality based on convention to one based on personal values. This challenge results in a questioning of values, cultural expectations and religious teachings. It also results in the development of personal responsibility for one's actions. These students also have a heightened sense of justice and are quick to challenge those who violate it. They are also beginning to value the benefit of cooperative group action and to exhibit more concern for others.

Intellectually, young adolescents demand relevance. They seek an understanding of rules and conventions and tend to question all

experience. They generally operate at lower conceptual levels than adults. They are comfortable with concrete problems, but are becoming better able to handle abstract and hypothetical concepts and to apply problem solving approaches to complex issues. They also respond well to opportunities for creative expression and show an interest in planning their own learning experiences. Their ability to use language is increasing and physical maturation factors are closely tied to a superior verbal ability in girls at this stage.

The range of characteristics and behaviours exhibited by individual students over the three years of schooling, Grades 7 – 9, has implications for teaching French.

- Teachers should structure their classes to regularly provide students with an outlet for their restless energy. This involves incorporating specific activities requiring students to be physically active.

- Teachers should encourage students to take part in rational decision-making with regard to classroom management and organization for instruction. This is best done by helping students learn to make choices among alternatives proposed by the teacher, e.g., « *Classe, on peut faire ceci maintenant et cela plus tard ou cela maintenant et ceci plus tard ?* »

- Teachers should respect a student's request to not perform in front of his or her peers, if it seems justified. Clearly students have to face the challenge of learning to speak in front of others (and in French) head on in French class. While no one is always comfortable speaking in front of others, it helps if students understand that it is normal to feel somewhat uncomfortable. It also helps if they know everyone will participate equally in class activities, to the greatest extent possible.

  While students may be expected and are encouraged to take part regularly, special circumstances may warrant exempting a student from a particular activity. A decision to accept a student's request for exemption can only be made, based on the circumstances at the moment. In view of the significant changes during adolescence however, occasionally it may be reasonable to accept a student's request to not perform in front of the class. When such requests are made, teachers should consider alternate ways to involve students, such as an individual presentation outside class, organization of activities in which students work in pairs, or preparation of an audio recording by the student. The intent of these

alternate strategies would be to avoid singling out an individual at critical times.

- Teachers should accommodate the range of individual differences in each class by organizing the content of a lesson to include activities that will permit all to experience a measure of success.

- Because risk taking is an inherent part of second language learning, students and the teacher should give due recognition to all attempts by classmates to use French and support those attempts. Students who are willing to take risks, make mistakes and correct them are more successful language learners.

- Teachers should ensure that the contexts for language learning in the Core French Program are directly relevant to the students' own lives or are linked to their life experience through the instructional process. In all cases, new language learning activities should be built around existing knowledge and skills.

Transition to the Intermediate Grades

Grade Seven may represent a different school building, a new school principal, new teachers and new classmates for many students. They have to learn new rules and regulations, are challenged by new programs, more subject teaching and different ways of evaluation; in effect, they have to adjust to a vastly different school routine. From Grade 6 to Grade 7 students may find themselves moving from a position of leadership in the school community to the bottom of the ladder.

The nature and variety of changes affecting students can represent a trying period for them. The school administration and individual teachers need to be sensitive to students, during the early months of the year in particular, and take steps to facilitate their adjustment to the intermediate grades.

Instructional Strategies

The teacher chooses instructional strategies that best enable learners to meet the curriculum outcomes.

Modelling

Modelling provides learners with concrete examples and guidance. The teacher is a language model for the students in the demonstration of new content and skills, the animation of texts, and the preparation of work. Teachers model games, grouping arrangements, and reading selections. For example, the teacher and one

student may role play an interview. All students would follow this model to complete the task. Models may also include sample projects, audio recordings, and the use of props such as puppets, realia (authentic materials), and visuals. Modelling is often used in conjunction with other strategies such as cooperative learning and role playing.

« coopérer pour apprendre, apprendre à coopérer »
(Jim Howden, août 1997)

Cooperative Learning
Cooperative learning models are generally based on five main principles :

1) positive interdependance
2) individual responsibility
3) social skills
4) group interaction
5) group processing/reflection

La coopération au fil des jours : des outils pour apprendre à coopérer (Jim Howden and Huguette Martin; Chenelière/McGraw Hill Cooperative Learning Activities)

In cooperative learning, students work toward a common goal, with success dependant on the contribution of each group member. Students have clearly defined roles, and they learn how to organize to complete a task. Cooperative learning is further characterized by group interaction, the teaching and development of social skills and opportunities for reflection.

Structurer le succès : un calendrier d'implantation de la coopération (Jim Howden and Marguerite Kopiec; Chenelière/McGraw Hill Cooperative learning techniques for the entire school year)

In a cooperative learning setting, the teacher is a resource person, a facilitator, a participant in the learning process and also an instructor. The teacher sets the task, explains the role of each member, monitors and observes.

Cooperative learning is more effective when :
- students know the purpose of the activity and understand the instructions;
- advance preparation provided a review of essential vocabulary and expression;
- group member roles are clear;
- groups are organized according to the purpose of the activity;
- a group is comprised of mixed abilities;
- group size and membership change often;
- time lines are established and respected;
- social skills such as sharing materials, taking turns, speaking at an appropriate volume, listening attentively, accepting the ideas of others are emphasized.

Interviewing
Interviewing develops listening and speaking skills and provides an opportunity for students to communicate ideas, likes and dislikes, and feelings. Interviewing is used to collect and share information,

examples:

- students interview each other (peer interview);
- students conduct oral surveys;
- teachers interview students.

In the intermediate French class, interviewing is used commonly and often informally.

In preparation for a formal interview, the teacher should explain the process to students and provide sample items. A friendly, encouraging manner is best. Points should be raised as they would be in everyday situations, with one item leading to the next. The interview should be a positive experience for the students.

Teachers may consult the E*lementary Core French Criterion-Referenced Test Report (1996)*, as well as the Administration Guide for the *Intermediate Core French Criterion-Referenced Test (2003)* for more detailed information on the use of interviews.

Role Playing

In role playing, students try to speak, feel and behave like a character they portray. Role playing may be spontaneous or practised, and be part of a game or simulation. It encourages language use by providing a purpose and an audience for communication.

When organizing role play, teachers give clear instructions, explain the purpose of the activity, the situation to be portrayed and the role of the audience.

Brainstorming

Brainstorming draws on previous experience to help establish a meaningful context. It is used to note a wide range of ideas quickly. Suggestions are usually noted. Guidelines for effective brainstorming include:

- accept any idea even remotely connected to the topic;
- list points in order presented. (They can be organized at the end of the brainstorming session.);
- wait until the end of the brainstorming session to evaluate the points;
- give students an opportunity to provide the French equivalent for words given in English;
- prompt students by questions or appropriate stimuli;

The brainstorming session should be short (maximum of 5 minutes), or continue until students seem to be running out of ideas.

Brainstorming aids listening comprehension and helps students prepare oral and written compositions and presentations. It motivates and prepares students for reading and writing activities. New and related vocabulary and structures can be introduced using this technique. Brainstorming is also an effective way to review topics.

Dictées

Taking dictation is a specialized skill requiring frequent practice. Passages for dictation should be based on program content and students should write them with a 75% accuracy rate.

Students need practice in three types of dictation.

- **Spot:** A short passage with words omitted. As the passage is read, students complete it by writing in the missing words.
- **Partial:** A short passage with phrases or groups of words omitted. As the passage is read, students complete it by writing in the missing words.
- **Whole:** A whole passage is written as it is dictated. The passage may be one already studied or an unfamiliar passage that reflects the content of the Program.

Guidelines for dictations follow:

- Select or construct a passage related to a theme. Every dictation should have a title.
- Do a first reading at normal speed – students listen.
- Do a second reading with the passage broken into phrases – students write. Each phrase is repeated with 8 second pauses.
- Give a third reading at normal speed, students check what they have written.
- A copy of the passage is made available to students after the dictation.

For the scoring of dictées, see page 85 of this curriculum guide.

Surveys

Surveys, an experiential instructional strategy, enable students to participate actively in their learning. Students are responsible for preparing questions on a particular topic, for collecting information from a target group, and for reporting their findings to an audience.

Journal Writing

Journal writing provides students with opportunities to personally reflect and express their ideas and experiences on particular issues and topics.

Journals may be personal or shared. If they are collected, the teacher may choose to evaluate them formally or informally.

Evaluation

Evaluation is the process of analyzing assessment data and making decisions about student progress and instruction based on the results. Assessment methods and their use in the classroom must be fair and equitable for all students. Evaluation provides essential information to students, teachers, parents and administrators. **All assessment and evaluation activities must reflect the specific learning outcomes of the Intermediate Core French Program.**

In the Intermediate Core French program, student evaluation respects the following principles:

Evaluation is an integral part of the teaching and learning process.

Tasks reflect the prescribed outcomes and the types of learning activities regularly used in the classroom. Evaluation is criterion-referenced; students are assessed on the achievement of the outcomes. ***Sixty percent (60%)*** *of the Intermediate Core French program is devoted to oral communication and* ***forty percent (40%)*** *to written communication; this same balance needs to be maintained in evaluation.*

Evaluation is both planned and ongoing.

Students know when, how, and on what criteria they are being evaluated; the evaluation plan is communicated to students and parents at the beginning of the year. It is flexible enough to account for student progress throughout the year, but structured enough to provide a clear picture of how students will be assessed. Students are provided the opportunity to demonstrate the knowledge, skills, attitudes or behaviors they have learned.

Evaluation includes both formative and summative components.

Formative Evaluation
Formative evaluation improves student performance through continuous, precise, and clear feedback directly related to the task. Formative evaluation assists the teacher and student to identify areas where additional work is required. Teachers adjust instruction to accomodate these needs. It is this assessment of learning that determines classroom practice.

Summative Evaluation
Summative evaluation involves making judgments. It is the assessment for reporting purposes at the end of a particular instructional period. Reporting may be anecdotal or by means of a letter or number grade. Schools and school districts have policies on assessment, evaluation and reporting which serve to guide the development of an evaluation plan.

Evaluation includes a variety of assessment techniques.

Assessment is the systematic process of gathering information on student learning and performance. A variety of assessment techniques ensure comprehensive and consistant indicators of student performance are used.

Assessment

Common assessment techniques of an evaluation plan are:

Questioning
Effective questioning provides opportunities to extend students' thinking through immediate feedback. Questioning has to be more than requiring an answer quickly without thought, or asking for memorized facts. Questions exploring issues critical to understanding need time for response, sufficient for students to think and to formulate appropriate responses. Students should be expected to answer and to contribute to the discussions. Therefore, all answers, right or wrong, give information useful to developing understanding.

Projects
Communicative/experiential projects may be used to assess outcomes. Students engage in a series of activities during the unit to complete a project. The project is based on selected outcomes and encourages students to link life experiences to the assigned task. For example, the production of a travel brochure to a French-speaking country, or creating a presentation about one's family might be experiential projects related to Family and Home and Holidays and Travel themes.

Observation
Observation provides information on what students do. For formal observation, the teacher establishes criteria, communicates this information to students in advance of the activity, and provides feedback to student(s) as soon as possible following the activity. For example, in observing a role play, the teacher would establish criteria, and at the end of the activity, provide feedback to students based on those criteria. The teacher may use a checklist, a rubric or a rating scale to record information.

Informal observation is also an effective way of monitoring student competency skills. It enables teachers to determine what students know and are able to do, thus guiding teaching. It is also an effective way of monitoring and recording student use of French. Being informally observed on a regular basis makes students accountable for their participation in class and for their learning.

Interviews
Interviews are essential components of regular class and assessment activities. Formal student-teacher interviews follow the recommended procedure: warm-up questions, probing questions, and cool down questions. Items related to the themes are discussed and treat known vocabulary and language. The teacher observes students as they interview each other and rubrics are used to provide feedback to students on their progress.

Oral reading may be a component of regular classroom activities and the interview process. Passages related to the themes of the Program enable teachers to verify student comprehension.

French is the language of the classroom, therefore teachers record students' efforts to speak.

Tests/Quizzes
Tests or quizzes integrate skills such as listening and reading comprehension. Items are familiar to the students, and examples are provided. Tests may include listening and reading selections, matching, selected response (multiple choice), constructed response and similar items. Selections include narrative, informational, and visual texts.

Portfolio
A portfolio is a collection of work samples: projects, writing pieces, workbook pages and audio or video recordings. Items may be kept in an exercise book, a folder or a binder. As students create their portfolios, they are encouraged to evaluate their work.

A portfolio is a source of qualitative assessment information collected over time providing students an opportunity to reflect upon their experiences and achievement, and to take more responsibility for their learning. The purpose of a portfolio determines the length of time it is kept and the type of items included. For example, it may be for a unit, the school year, or over the three years of the Intermediate program.

Portfolios allow teachers, parents and students to see, almost at a glance, the progress of the student.

Self- and peer assessment
Self- and peer assessment are important components of formative evaluation. Self-assessment is essential to learning since students only achieve a learning goal if they understand the goal and can

assess what needs to be done in order to achieve it. Peer assessment helps students accept constructive criticism from one another. Peer assessment gives learners a variety of responses to their work and, like self-assessment, provides the teacher with information on how to improve activities. (*Elementary Core French Curriculum Guide*, Prince Edward Island, 2000.)

Self-assessment encourages students to:
- reflect;
- identify their progress;
- focus on areas needing improvement;
- plan and organize to accomplish a task.

For self- and peer assessment, students need the skills required for self- and peer assessment and models of the responses expected of them. For example, the teacher needs to review the statements on a rating scale or a checklist, before starting a task.

Using Rubrics

http://rubistar.4teachers.org

Rubrics

Rubrics are performance criteria used to score or rate student work. Rubrics benefit teachers, students and parents. For teachers, rubrics increase consistency and accuracy in assessment. For students, rubrics help to understand the stated expectations and receive specific feedback on each of the criteria for the task. For parents, rubrics enable them to closely monitor student progress.

Rubrics range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used as rubrics. Rubrics are often used in conjunction with other assessment techniques.

Please see the enclosed rubrics. They can also be seen at: *www.gov.nl.ca/edu/pub/crt/corefrench_inter.htm*

Evaluation Resources

The Assessment Toolkit: Formative Assessment Instruments for FSL. (Beginner, Intermediate, Advanced Level). The assessment activities contained in this kit are thematically organized, are based on the experiential/communicative approach, and respond to the learning outcomes identified in Core French programs across the country.

The bibliography section of this guide contains additional references on student evaluation.

Oral Production/Comprehension Rubric

Performance Level	Pronunciation	Phrasing	Fluency	Expression	Comprehension
	The precision with which words are enunciated.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker or reader delivers the message.	The use of tone, inflection, intonation, and volume in oral production.	The level of understanding demonstrated by responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses may include support from the text or extend beyond it.
5 - Outstanding	Almost all words are pronounced correctly. Few miscues (additions, omissions, substitutions, etc.).	Demonstrates an outstanding ability to group words appropriately in meaningful phrases (e.g., liaisons and elisions are almost always used).	Flow and rhythm are consistently maintained. Consistently uses appropriate speed.	Outstanding ability to speak or read in an expressive, engaging voice. Consistently brings the text to life with appropriate tone, inflection, intonation, and volume.	Response is precise and detailed and reflects a thorough understanding of text. Elaboration, where appropriate, consistently enhances response.
4 - Strong	Most words are pronounced correctly. Miscues do not affect meaning. Self-monitoring skills (re-reading, sounding out, substitutions, etc.) are used thoughtfully and purposely for accuracy and appropriateness.	Demonstrates a strong ability to group words in meaningful phrases (e.g., liaisons and elisions are usually evident).	Flow and rhythm are generally maintained. Generally uses appropriate speed.	Strong ability to speak or read in an expressive, engaging voice. Often brings the text to life. Generally uses appropriate tone, inflection, intonation, and volume.	Response is accurate and reasonable and reflects a strong understanding of text. Elaboration, where appropriate, usually enhances response.
3 - Adequate	Most words are pronounced correctly. Miscues occasionally affect meaning. Some self-monitoring skills are used.	Demonstrates the ability to connect words occasionally in meaningful phrases (e.g., sporadic use of liaisons and elisions).	Sometimes maintains flow and rhythm. Sometimes uses appropriate speed.	Speaks or reads, but voice is not always expressive or engaging. Occasionally brings the text to life. Use of tone, inflection, intonation, and volume is sometimes appropriate.	Response is plausible and reflects a literal understanding of text. Elaboration, where appropriate, sometimes enhances response.
2 - Limited	Most words are pronounced incorrectly. Miscues frequently affect meaning. Few self-monitoring skills are used.	Demonstrates limited ability to connect words in meaningful phrases (e.g., rarely uses liaisons and elisions).	Flow and rhythm are seldom maintained. Rarely uses appropriate speed.	Limited ability to speak or read in an expressive, engaging voice. Rarely brings the subject to life. Rarely uses appropriate tone, inflection, intonation, and volume.	Response reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Almost all words are pronounced incorrectly. Miscues significantly affect meaning. Self-monitoring does not occur.	Very limited ability to connect words in meaningful phrases (e.g., use of liaisons and elisions is not evident).	Flow is never maintained. Never uses appropriate speed.	Very limited ability to speak or read in an expressive, engaging voice. Rarely brings the text to life. Tone, inflection, intonation, and volume is inappropriate.	Response is incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

Analytic Writing Rubric

Performance Level	Content	Organization	Sentence Fluency	Word Choice	Conventions
	The *content* category describes how effectively the student establishes a purpose, selects and integrates ideas (i.e., information, events, emotions, opinions, and includes details such as examples, descriptions, and characteristics) to support, develop and/or illustrate ideas.	**The *organization* category describes how effectively the student creates an opening and a conclusion; establishes and maintains a focus; orders and arranges events, ideas and/or details within the paragraph; relates ideas/ details within the paragraph.**	**The *sentence fluency* category describes how effectively the student constructs sentences. It includes the ability to control syntax (i.e., the arrangement of words to form a sentence, the arrangement of sentences within a paragraph) and to create variety in sentence type and length (i.e., fragments, simple, compound, complex; statements, questions, exclamations).**	**The *word choice* category describes how effectively the student chooses words and expressions for appropriateness, precision, and variety. Word choice includes a variety of nouns, verbs, adjectives and adverbs.**	**The *conventions* category describes how effectively the student controls grammar, punctuation, capitalization, spelling including accents, paragraphing, and presentation. Conventions affect readability.**
5 - Outstanding	**The writing demonstrates:** • a clear, strong focus • an outstanding knowledge of the subject matter • ideas which are very often creative, always purposeful, and support and enhance the central theme • extremely well-developed content • an outstanding ability to shape and connect ideas	**The writing demonstrate:** • a compelling opening • smooth organization: focussed and coherent • a purposeful, effective arrangement of events, ideas, and/or details • effective transitions which are smooth and cohesive • very effective closure which reinforces unity and provides an outstanding sense of resolution	**The writing demonstrates:** • an easy flow and rhythm • sentences that vary in structure, and length creating an extremely effective text • sentences which are logical and clear so that the relationship among ideas are firmly and smoothly established • fragments which, if present, are deliberate and effective • use of dialogue, if present, ++ always sounds natural	**The writing has:** • choice of words which is varied, extensive and relevant to the theme • outstanding use of French expressions • no use of English	**The writing demonstrates:** • an outstanding use of standard writing conventions, errors occur infrequently • facility with spelling, grammar, punctuation, capitalization which are almost always correct • a presentation which is neat • meaning that is enhanced by conventions
4 - Strong	**The writing demonstrates:** • a clear, strong focus • a strong knowledge of the subject matter • ideas which are usually creative, always purposeful, and support the central theme • strongly developed content • a strong ability to shape and connect ideas	**The writing demonstrates:** • a strong, direct opening • focus and coherence that are rarely interrupted • a clear, effective arrangement of events, ideas, and/or details • frequent and appropriate use of transitions • closure which reinforces unity and provides a clear sense of resolution	**The writing demonstrates:** • flow and rhythm • sentences which vary in structure and length creating an effective text • sentences which are often logical and clear so that relationships among ideas are established • fragments which, if present, are often effective • dialogue, if present, sounds natural	**The writing has:** • choice of words which is often varied and relevant to the theme • strong use of French expressions • no use of English	**The writing demonstrates:** • a strong use of standard writing conventions, writing has only a few errors • facility with spelling, grammar, punctuation, capitalization which are often correct • a presentation which is neat • meaning that is enhanced by conventions

Analytic Writing Rubric (*continued*)

Performance Level	Content	Organization	Sentence Fluency	Word Choice	Conventions
3 - Adequate	**The writing demonstrates:** • a fairly clear focus • a good knowledge of the subject matter • ideas which are basic, routine or predictable • adequately developed content with details limited in scope or unrelated to the theme • an ability to shape and connect ideas	The writing demonstrates: • a generally clear, direct opening • focus and coherence which are sometimes interrupted • arrangement of events, ideas, and/or details which are predictable and sometimes inappropriate • connections between ideas which are sometimes inappropriate or predictable • closure which contributes to unity, but the resolution tends to be predictable	**The writing demonstrates:** • an easy flow and rhythm • sentences that vary in structure, and length creating an extremely effective text • sentences which are logical and clear so that the relationship among ideas are firmly and smoothly established • fragments which, if present, are deliberate and effective • use of dialogue, if present, ++ always sounds natural	**The writing has:** • choice of words which is varied, extensive and relevant to the theme • outstanding use of French expressions • no use of English	**The writing demonstrates:** • an outstanding use of standard writing conventions, errors occur infrequently • facility with spelling, grammar, punctuation, capitalization which are almost always correct • a presentation which is neat • meaning that is enhanced by conventions
2 - Limited	**The writing demonstrates:** • a limited content which lacks clarity, but has a discernable focus • a limited knowledge of the subject matter • ideas and details which are often unclear • a limited ability to shape and connect ideas	**The writing demonstrates:** • an opening which is unclear or has little direction • focus and coherence that falter frequently • discernible, but weak and inconsistent arrangement of events, ideas, and/or details • rare use of transitions, few connections among ideas • closure, if present, that is either too weak to tie the piece together or only vaguely related to the opening	**The writing demonstrates:** • little flow and rhythm • limited variation in sentence structure and length • sentences are often illogical or unclear, relationships among ideas are only occasionally established • fragments, if present, are ineffective • use of dialogue, if present, rarely sounds natural	**The writing has:** • choice of words which is not varied, or is inappropriate • no use of French expressions • frequent use of English	**The writing demonstrates:** • a limited use of standard writing conventions, errors are frequent • spelling, grammar, punctuation, capitalization which are sometimes correct • a presentation which may not be neat • meaning that is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	**The writing demonstrates:** • a lack of clarity and focus • an unclear knowledge of the subject matter • ideas and details which are always unclear • a very limited ability to shape and connect ideas	**The writing demonstrates:** • an opening, if present, which is unclear and lacks direction • a lack of focus and coherence • an unclear or haphazard arrangement of events, ideas, and/or details • no use of transitions or connections among ideas • closure that is either inappropriate, unconnected, or missing	**The writing demonstrates:** • no flow and rhythm • sentences that are choppy, incomplete, rambling, and awkward • little or no attention to sentence patterns • fragments, if present, obscure meaning • dialogue, if present, is monotonous, unnatural	**The writing has:** • choice of words which is inappropriate, word use detracts from meaning • no or inappropriate use of French expressions • extensive use of English	**The writing demonstrates:** • a very limited use of standard writing conventions, errors are frequent • a presentation that is not neat • an absence of conventions which seriously affects meaning

Holistic Writing Rubric

Performance Level	Criteria
5 - Outstanding	• outstanding **content** which is clear and strongly focussed • outstanding **organization** (a clear beginning, a middle and an end) • easy flow and rhythm, varied **sentences** • minimal or no use of English, outstanding use of French expressions, and words which are consistently powerful, vivid, and precise • outstanding use of standard writing **conventions**, meaning significantly enhanced
4 - Strong	• strong **content** which is clear and focussed • clear, purposeful **organization** • flow and rhythm, varied **sentences** • limited use of English, strong use of French expressions, and words which are often vivid and precise • strong use of standard writing **conventions**, meaning enhanced
3 - Adequate	• **content** which is limited, lacks clarity, but has a discernible focus • predictable **organization** which is somewhat clear and purposeful • some flow and rhythm, sentences tends to be mechanical • some use of English, some evidence of the use of French expressions, and words which are predominantly general and functional • adequate grasp of standard writing **conventions**, meaning unaffected by errors
2 - Limited	• **content** which is limited, lacks clarity, but has a discernible focus • weak and inconsistent **organization** • little flow, rhythm, and limited variation in **sentences** • frequent use of English, no or inappropriate use of French expressions, use of words that are rarely clear and precise • frequent errors in standard writing **conventions**, meaning is beginning to be affected by the misuse or lack of use of conventions
1 - Very Limited	• **content** lacks clarity and focus • unclear, haphazard **organization** • lacks flow and rhythm, no variation in **sentence construction** • extensive use of English, no use of French expressions, **words** used detract from meaning • meaning is seriously affected by the absence of conventions

Dictée Rubric
(80 words unseen passage)

Performance Level	Criteria
5 - Outstanding	75% of words correct
4 - Strong	60% - 74% of words correct
3 - Adequate	45% - 59% of words correct
2 - Limited	30% - 44% of words correct
1 - Very Limited	Less than 30% of words correct

* Errors include: incorrect use of accents, capitalization, punctuation, and spelling. A repeated error counts as one mistake.

Comprehension Rubric

Level of understanding demonstrated with responses to questions and/or tasks dealing with texts read, heard, or viewed. Where appropriate, responses include support from the text or may extend beyond it.

Performance Level	Criteria
5 - Outstanding	Precise and detailed reflecting a thorough understanding of the text. Elaboration consistently enhances response.
4 - Strong	Accurate and reasonable reflecting a strong understanding of the text. Elaboration sometimes enhances response.
3 - Adequate	Plausible reflecting a literal understanding of the text. Elaboration sometimes enhances response.
2 - Limited	Reflects a limited understanding of text. Elaboration may exist, but is rarely appropriate.
1 - Very Limited	Incomplete, incoherent, or off topic. Elaboration may exist, but is not appropriate.

Inclusion

Multiple Intelligences

Dr. Howard Gardner suggests that intelligence is not fixed, that there are many ways to be smart. According to Gardner, each of us is born with a unique pattern of the eight intelligences. This concept has great implications for teachers in that our teaching repertoire can be extended to engage the multiple intelligences, thereby affording all students better opportunities for success.

To date, Gardner (1999) has identified nine intelligences. Accompanying each of these are several activities that teachers can use to address the learning styles of all learners.

Intelligences	Suggested Activities
Verbal Linguistic	
• Learn through reading, writing, discussing • Communicate effectively • Have a good vocabulary • Write clearly • Spell easily • Think in words	• Discuss ideas (brainstorm) • Write a letter, article, or report • Prepare an oral presentation • Organize a dictionary scavenger hunt
Logical/Mathematical	
• Think in numbers • Think clearly and analytically • Solve problems easily	• Play number games • Analyse data from a survey • Sequence events in a story
Visual/Spatial	
• Think in pictures and images • Are good with spatial relations • Have a good eye for detail and colour • 'See' solutions to problems • Learn through visuals • Like to draw and create	• Create a collage/poster • Watch a video • Play charades • Create a slide show presentation
Musical/Rhythmic	
• Have a good sense of melody and rhythm • Like to sing, hum, chant, and rap • Enjoy listening to music • Learn through music and lyrics	• Listen to music by various francophone artists • Sing and create a song/rap • Identify musical instruments in French

Bodily/Kinesthetic	
• Use gestures and body language • Learn through hands-on activities • Enjoy acting and role-playing • Enjoy dancing and athletics	• Use actions with music • Participate in role-plays • Use gestures to communicate a message • Play a game; e.g., Pictionary • Play a game of volleyball, for example, in French • Participate in an aerobics routine
Naturalist	
• Are aware of their natural surroundings • Are good at classifying and sorting • Have keen observational skills • Discriminate different flora and fauna	• Plan a field trip • Recycle as a class • Keep a list of plants and animals in French on the classroom wall
Interpersonal	
• Make and maintain friends easily • Understand and respect others • Learn by interacting with others • Like to work and be with others • Lead and organize others	• Interview a classmate • Participate in peer editing • Organize a buddy system for reading • Plan a party or cultural activity • Work on a group / class project, e.g., *Tâche Finale*
Intrapersonal	
• Need time to process information • Think about their own thinking • Have strong opinions and beliefs • Are introspective • Like quiet time alone	• Keep a journal • Write an autobiography • Maintain a portfolio • Discuss likes and dislikes, and opinions about various issues
Existential	
• 'Exhibit the proclivity to pose (and ponder) questions about life, death, and ultimate realities.' • Why are we on Earth? • Do ghosts really exist? • Can animals understand each other? *www.charibo.k12.ri.us/curriculum/MISmartexist.html* *www.zwickergallery.ca/jcroy/* *www.heritage.nf.ca/arts/agnl/roy.html*	• Keep a reflective journal • Lead the class in a discussion about various questions • Have students view a piece of art, e.g., Windy Day, Battery Village by Jean-Claude Roy and have them explain why the artist painted these pictures, for example.

Students with Learning Disabilities

"Learning Disabilities" refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision-making). (Adopted by the Learning Disabilities Association of Canada, January 30, 2002)

Students with Exceptionalities

Students identified, through comprehensive assessment, as having one of the following: cognitive delay, developmental delay (birth – 8 years), emotional/behavioral disorder, exceptional ability, health/neurological related disorder, learning disability, physical disability, speech and/or language delay/disorder, deaf and hard of hearing, and blind and visually impaired. (Programming for Individual Needs, Pathways to Graduation and Programming, A Teacher's Guide, p. 2 Department of Education of Newfoundland & Labrador)

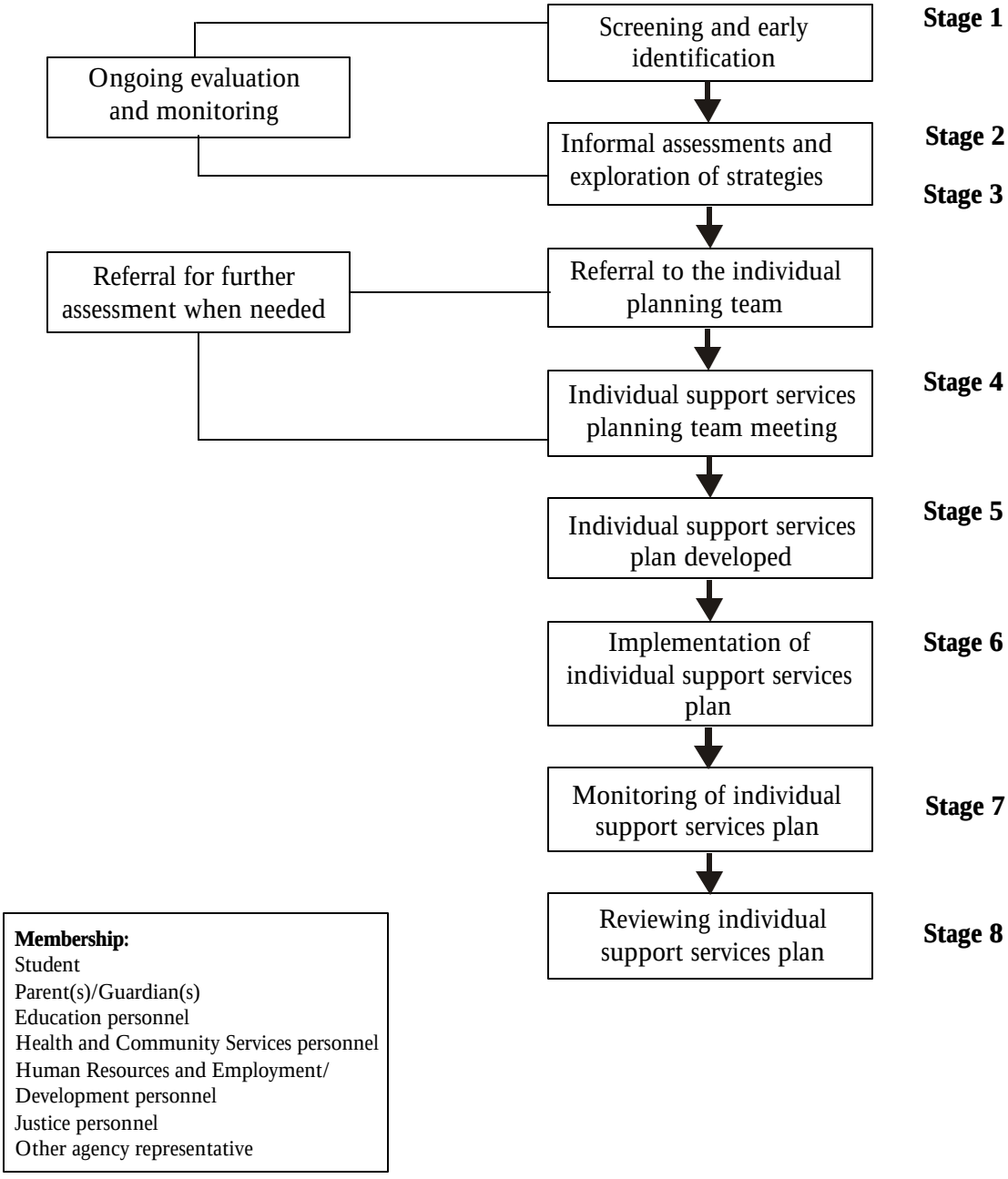
Inclusiveness in the Core French Classroom

While a class, regardless of the subject and grade, is comprised of students of various strengths and abilities, the principle goal of the Intermediate Core French Program is to include all students and to make every effort to assist them to achieve success.

A student with special needs may only be exempted from participating in Intermediate Core French once all avenues to accommodate the student have been exhausted and documentation including an ISSP has been completed in accordance with departmental policy.

In Intermediate Core French, as in other curriculum areas, students may face a variety of challenges, for example: reading comprehension, oral and written production, hearing difficulties. As educators it is our responsibility to address these challenges through a variety of teaching and learning strategies; this includes accommodations to enable students to experience greater success.

The Individual Support Services Planning Process



Pathways to Programming and Graduation: A Teacher's Guide, Department of Education of Newfoundland and Labrador, 2005

Individual Support Services Planning Process

The model for the Coordination of Services to Children and Youth is an interagency, child-focused, collaborative planning process, used to identify the supports and services needed for children/ youth who have on-going special needs. The model for the support services planning process presented here illustrates the steps for planning for each individual child whose needs are initially identified during the school years.

The process is sequential and the point of entry is dependant on the child's/youth's needs and on whether there has been prior involvement. Some children come to school already receiving services and will have an **Individual Support Services Plan (ISSP)** in place. Normally, this information will be communicated to the school prior to school entry and, in such a case, the ISSP Manager (ISSM) involves the school at the team meeting stage. The 'pre-referral stage' for such children has been completed prior to beginning school and the process begins in school with the ISSP Team meeting.

For children who have not had programming interventions or an ISSP Team prior to school, the entry point to the process is 'Screening and Identification'. The first three boxes of the model stages (Figure 1 on the previous page) comprise the 'pre-referral stage'. At this stage a concern has been identified and specific action is being taken, however there may not yet be sufficient reason to initiate an ISSP Team meeting. The needs of the child/ youth may be met at this stage and the process need not continue. However, a child requires individualized support services planning and so, if the pre-referral stage has not yielded the desired results, a decision will need to be made as to if and when a referral should be made and an ISSP Team formed.

The ISSP process is used to identify strengths and needs of a child/ youth and to plan an integrated service-delivery approach to meet these needs. In the education system, an ISSP is developed when:

- a student requires one or more services;
- a student has an identified exceptionality;
- a student requires intervention strategies that are student specific, long-term, and essential for the student to be successful in meeting the curriculum outcomes;
- a student requires modification to prescribed curriculum and/or requires alternate courses to become more independent or successful.

For additional information on the Student Support Services Planning process, consult *Pathways to Programming and Graduation: A*

Teacher's Guide, Department of Education of Newfoundland and Labrador, 2004.

The following publications provide additional information on teaching students with special needs and learning difficulties:

Pathways to Programming and Graduation: A Teacher's Guide
Department of Education of Newfoundland and Labrador, 2004

This guide provides an overview of the Pathways to Programming and Graduation; explains the Individual Support Services Planning process; and clarifies the role of each person involved in the development and implementation of an Individual Support Services Plan.

Programming for Individual Needs: Communications Disorders Handbook, Department of Education of Newfoundland and Labrador, February 2000
www.gov.nl.ca/edu/dept/comm_disorders.htm

This handbook defines communication impairments and outlines the needs of children with communication impairments; discusses the role of the individuals who work with communicatively impaired children; and discusses how communication needs are met.

Teaching Children who are Blind or Visually Impaired
Department of Education of Newfoundland and Labrador, February 2001
www.gov.nl.ca/edu/pub/vi/vi.htm

This handbook defines the types and nature of visual impairments; outlines the needs of children with visual impairments; discusses the role of individuals and agencies who work with children who are blind or visually impaired, and; discusses how the needs of children who are blind or visually impaired are met through collaborative and comprehensive programming.

Teaching Students with Learning Disabilities: A Resource for Teachers
Department of Education of Newfoundland and Labrador, March, 1999

This resource provides a wide array of accomodations, tips and teaching strategies for teachers to use with students who have learning disabilities. It also outlines a number of teaching resources, and includes an annotated test inventory.

Teaching And Learning With Young Adolescents: Celebrating Diversity A Working Document, Department of Education of Newfoundland

and Labrador, 2001.

This document provides information on the adolescent learner, theoretical perspectives, and strategies and approaches for use by classroom teachers of intermediate grades.

SNOW (Special Needs Opportunity Windows)
http://snow.utoronto.ca/

SNOW is a project aimed at supporting educators of students with special needs.
Included on this site are strategies (See Best Practices) that teachers can use when working with students with learning disabilities and exceptionalities.

Teachers are encouraged to avail of the expertise of the student support services personnel at their school and district office when working with students with learning disabilities and exceptionalities.

Learning Resources

Audio/Video

Le Français chez nous & cassette
Aquila Communications

Matt Maxwell Collection (Audio cassettes, activity packages)
Poster Pals

Gregg Lerock Cassette Series
Poster Pals

Jacquot Collection (Music video & cassettes)
Poster Pals

Communication 1 (Workbook and cassette)
Centre Educatif et Culturel

Mission possible (Video)
Tralco-Lingo Fun

Reading Resources

Série Aventure (Illustrated readers, audio cassettes, and activity packs)
Pearson Education Canada

Lire davantage (Illustrated readers)
The Resource Centre

Spiralire
The Resource Centre

Collection Lire
Aquila Communications Ltd.

Lectures junior (Readers)

Spiralire
The Resource Centre

Rigodon..Fêtons ! (Culture Resource)
The Resource Centre

Rigodons..Voyageons ! (Culture Resource)
The Resource Centre

Collection Déclic (Biographies)
Chenelière McGraw-Hill

Reproducibles/Trousses d'activités

Le Canada, eh !
Tralco-Lingo Fun

Pot-Pourri 1, 2, & 3 (Blackline Masters)
Tralco-Lingo Fun

Les Provinces du Canada
Tralco-Lingo Fun

Creative Cartoon Capers
Tralco-Lingo Fun

Fun French Plays
Tralco-Lingo Fun

Multicultural Fairy Tales
Tralco-Lingo Fun

Les Provinces du Canada
Tralco-Lingo Fun

Surfons sur le net
Tralco-Lingo Fun

A Picture Is Worth...1000 Words
Éditions Soleil Publishing Inc.

Newspapers/Magazines

Bonjour (Magazine)
Scholastic Canada

Le Journal des jeunes
C.P. Marion 47007
Saint-Boniface, MB
R2H 3G9

Games

Questiomanie1 and 2 (Trivia)
Poster Pals

French Cultural Trivia
Teacher's Discovery

Reference Material

Bescherelle...l'art de conjuguer
Éditions Hurtubise HMH

French Vocabulary Handbook for Canadian Schools
The Resource Centre

Avec Brio
Pearson Education Canada

French Vocabulary Posters
Poster Pals

Teacher References

The Provincial Information and Library Resources Board
Contact: Jewel Cousens
jcousens@publib.nl.ca
Tel: 737-3807 Fax: 737-3958
Access the video collection of the Department of Education and the National Film Board

Mosaic – A Journal for Language Teachers
Éditions Soleil Publishing Inc. Welland, Ontario (published four times per year)

Réflexions
The Journal of the Canadian Association of Second Language Teachers (CASLT) Nepean, Ontario

The Canadian Modern Language Review
University of Toronto Press; North York, Ontario published four times annually

Voyons!
(Newsletter of the Modern Languages Special Interest Council Newfoundland and Labrador Teachers' Association
St. John's, Newfoundland)

Websites

1. *www.cpf.nfld.net/*
   Click on Education, then students.

2. *www.caslt.org*
   Activities incorporating technology into French second language curriculum

3. *www.rubistar.4teachers.org*
   A site to assist teachers to devise their own rubrics.

4. *www.weatheroffice.ec.gc.ca*
   Complete weather information for Canada.

5. *www.askjeeves.com*
   Questions about French customs and conventions

6. *www.statcan.ca*
   Statistics Canada website

7. *www.pch.gc.ca*
   Canadian Heritage website

8. *www.carnaval.qc.ca*
   The official Québec Winter Carnival website

9. *http://french.about.com/library/weekly/aa042701.htm*
   A site with information on language elements, *Mots du jour*, expressions, listening comprehension activities.

10. *www.nlc-bnc.ca/8/11/rll-201-f.html*
    The lyrics of our national anthem

11. *www.canadianheritage.gc.ca/progs/multi/index_e.cfm*
    Information on multiculturalism in Canada

12. *www.apf.ca/*
    A site linking to francophone newspapers

13. *http://alpages05.ouvaton.org/rre/article.php3?id_article=588*
    Hot Potatoes: This enables one to create interactive multiple-choice, short answer, gap fill exercises for the World Wide Web.

14. *www.caslt.org/2ndlang/project/00011/frn_o/00011.htm*
    A site enabling students to learn about well-known French Canadians

15. *http://fis.ucalgary.ca/repsit/civilisation_canada.htm#personnes*
    A site on francophone civilization in Canada which includes information on First Nations, la Nouvelle France, l'Acadie, well-known people, contemporary Québec.

16. *www.lesplan.com*
    Le Monde en marche : a monthly news activity with a variety of activities from news articles to mapping skills.

17. *www.utm.edu/departments/french/french.html*
    Tennessee Bob's Famous French Links: A site that provides links on a wide range of topics including books and literature, history of France and the francophone world, virtual francophone tourism.

Additional sites containing activities based on vocabulary, expressions, listening comprehension and language elements

www.bonjourdefrance.com/index/indexvocab.html
www.bbc.co.uk/languages/french/lj/menu.shtml
www.bbc.co.uk/languages/french/talk/
www.bbc.co.uk/languages/french/experience/
http://fis.ucalgary.ca/repsit/langue_vocabulaire.htm

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