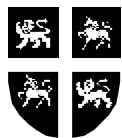


Intensive Core French

Grade 6



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

A Curriculum Guide
2002

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Rationale

Being able to communicate in both French and English, Canada's official languages, is desirable for all students in Newfoundland and Labrador. Learning French as a second language and learning about francophones promote an awareness of linguistic and cultural diversity. This helps foster an openness toward others, essential for full participation in today's bilingual, multicultural Canada and in the larger global, multilingual community. In Canada and elsewhere, the ability to communicate in a second language is an asset in finding employment. Most importantly, 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, and it prepares students for opportunities to learn a third or fourth language. Throughout the world, second language education is offered as part of a regular school program.

In Newfoundland and Labrador, the majority of students study French as a second language through the Core French program. In a Core French program, students learn French during a regularly scheduled time slot in the school day. In this province, the Core French program is organized sequentially in three stages: elementary (Grades 4, 5 and 6); intermediate (Grades 7, 8 and 9) and senior high (French 2200, 3200, 3201).

Intensive Core French began as a research project in 1998, in two school districts, and is now available as a provincial option to students in grade 6. The program is defined as an enrichment of the Core French program by the creation of a period of intensive exposure to French which enables students to receive in one school year up to four times the number of hours of instruction normally devoted to Core French. In Core French, and similarly in Intensive Core French, students participate in a language development program, emphasizing many of the skills found in English Language Arts. French as a second language study offers important opportunities to students in their quest to become literate, articulate, effective communicators in English and in French.

The Department of Education has identified a set of essential graduation learnings for all students graduating from high school. These learnings describe the knowledge, skills and values which prepare students for lifelong learning. The Intensive Core French program, as outlined in this curriculum guide, links Intensive Core French with the Essential Graduation Learnings. In addition to information on an outcomes-oriented approach, this document provides guidance on instruction, evaluation and resources. The resources, both suggested and recommended, and the suggested strategies for instruction and assessment, help teachers plan effective learning experiences for students.

Intensive Core French: A Curriculum Guide Grade 6 is available online at www.gov.nf.ca/edu/. The online version provides access to additional information through online links. The online version makes the guide more accessible to parents, publishers and curriculum developers, and to colleagues.

Overview

In Newfoundland and Labrador, Grade 4 is the entry point to the authorized Core French program and the beginning of French instruction for most students. The program is an introductory one. More time is devoted to oral language development than to reading and writing. With an emphasis on communication, learners engage in experiences that help them explore relevant, interesting themes.

In all three elementary years, the program reflects the interests of the learners, and includes topics such as friends and family, animals and environment, food, sports and leisure, and school life.

In Grade 4, students are introduced to the language by means of listening and speaking. Since elementary students bring with them a knowledge of their first language, including reading and writing, some written communication is also possible. At Grade 5, students develop both oral and written communication through the reinforcement of introductory concepts of the previous year, the study of new themes, and the completion of new tasks. In Grade 6, the final year of the elementary cycle, there is continued consolidation and growth of student knowledge and skills as students prepare for the transition to the intermediate program. Throughout all three elementary grades, 80% of the program is devoted to oral communication and 20% to written communication.

In Intensive Core French, offered at Grade 6, students are provided additional opportunities to meet and surpass the outcomes of elementary Core French. French is the language of instruction, and communication is the focus of the program. Students are challenged to meet second language curriculum outcomes normally expected of grades or courses they would experience later in their schooling. Cooperative learning and technology integration are common elements of the project-based approach used in Intensive Core French.

Definition of Terms

The following terms are used throughout this document :

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

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

Language modes - listening and speaking; reading and viewing, writing and other ways of representing.

Program - the provincially authorized curriculum set out in this guide.

Essential Graduation Learnings and Intensive Core French

The Essential Graduation Learnings describe the knowledge, skills and values expected of all students who graduate from the school system of Newfoundland and Labrador. The Essential Graduation Learnings provide the framework for the development of prescribed school programs.

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. Intensive Core French learners use various art forms to express their ideas and feelings. Drawing, painting, sketching, songs, rhymes, short plays, cartoons, poems and other types of art are included in the Intensive Core French program.

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. The Intensive Core French program promotes recognition of the multicultural nature of our country and encourages learners to develop respect for others. Learning French and learning about francophones help students gain a better understanding of Canada's bilingual identity. In Intensive Core French, students learn about Canada's official languages, identify aspects of children's culture and discover elements of francophone culture in Newfoundland and Labrador.

Communication

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

Communication is the main focus of the Intensive French program. Students in Intensive French classes explore, express and reflect on ideas, knowledge, perceptions and feelings.

Elementary students use all modes of language to explore topics of interest. Curriculum outcomes, especially those which focus on language learning strategies, enable students to strengthen their communication skills in English.

Personal Development

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

Learning a language is a social activity which develops personal and interpersonal skills. The Intensive Core French program promotes responsible decision-making, healthy lifestyles, intellectual curiosity and risk-taking. The program assists students to develop lifelong learning strategies which, in turn, promote independence in new situations.

Problem Solving

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

Problem solving is the basis of second language learning. In the Intensive Core French program, students use strategies and processes to access information, to clarify and negotiate meaning, to give opinions and to cope effectively in unfamiliar situations. Working alone and with others, students apply critical, analytical and creative thinking skills to communicate in different ways in a variety of situations.

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 Intensive Core French at Grade 6, students see and use many forms of technology. They use the Internet to access information and to communicate. French keypals, the use of French software, videos and websites are all examples of how computer, audio and video technology may be integrated in the Intensive Core French learning environment.

Spiritual and Moral Development

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

In the Intensive Core French program, students explore another culture. They come to appreciate the traditions and values of others, as well as those of their own cultural community. Students identify

ways in which they are similar to, and different from, francophones. For example, elementary students learn the songs, rhymes and games of their peers in other parts of Canada. They also recognize the benefits of living in a bilingual, multicultural country.

An Outcomes-Oriented Approach

An Outcomes-Oriented Approach

Essential Graduation Learnings provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. **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 of students at the end of a level of schooling. **Specific curriculum outcomes** set out what is expected of students by the end of a grade or course.

Curriculum outcomes inform teachers, parents and students. Outcomes guide educators in selecting resources and instructional strategies and they provide a framework to monitor student progress and achievement. Keystage outcomes for Core French Grades 4 to Level III are included in Appendix A.

Outcomes and Language Learning

Language learning is a cumulative process; thus, outcomes overlap from theme to theme, unit to unit and year to year. From grade to grade, language notions and patterns become more complex. The progression in language learning is communicated by the depth of treatment, the level of difficulty, and by the nature of the task. Concepts and outcomes introduced at the elementary level are further developed in the intermediate and high school years.

Program Design

Program Design

In the Intensive Core French program, as in the Elementary Core French program, outcomes are organized around strands:

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

Intensive Core French

Intensive Core French possesses four main characteristics which

contribute to creating an effective way of learning a second language:

- a period of intensive study
- the use of the target language as a means of communication
- a focus on language learning
- an emphasis on informal learning, based on the interests of the students as opposed to formal instruction based on the prescribed learning outcomes for Grade 6

Communication

In Intensive Core French, students participate in meaningful tasks designed to help them learn to communicate in French. Meaningful tasks are the starting point for learning. These tasks and projects are presented through themes linked to the life experiences, interests and abilities of the learners.

Learning a second language shares many similarities with learning a first language: the emphasis is on communicating a message. Students bring life experiences and prior language knowledge to the second language learning process.

In a communicative/experiential approach, language is a tool for communication. The task or activity determines the language elements required by students and these elements are introduced accordingly.

At an early stage, students need to develop the abilities to acquire and use information from authentic French-language sources. Teachers select resources for this purpose, and ensure these resources are appropriate to the interests and age of the students.

Students need to experience and enjoy language through creative expression - songs, poems, drama, music, and illustrations. In the Intensive Core French program, students have opportunities to listen to, view and read creative works, and to respond to them in a personal manner.

Culture

Students need to understand the links between language and culture, both in their own lives and with respect to francophone groups in Newfoundland and Labrador, Canada and elsewhere. In Intensive Core French, students explore aspects of culture that touch everyday life. They become aware of the presence of French in Newfoundland and Labrador and throughout Canada.

General Language Education

Students need to know how to learn. In Intensive Core French, they identify and use language learning strategies, learn how to work independently and with others, and reflect on their progress. Elements of general language education, as identified by the National Core French Study (1990), enable students to link learning a second language with other aspects of their schooling.

Program Content

Program Content

The strands of communication, culture and general language education in Intensive Core French are developed through topics, including:

- family, friends, self
- hobbies, interests, sports, adventures
- animals, pets, nature, environment, weather, seasons
- music, arts, technology
- school, community
- holidays, celebrations, calendar
- health, food, nutrition
- travel and transportation
- Canada and the world

These topics can be organized under the following themes :

- Moi
- Les animaux
- La technologie
- Autour du monde
- C'est l'hiver

Teachers are encouraged to use these and/or other themes according to the interests of their students and their own interests.

Vocabulary such as numbers, classrooms expressions, colours and greetings should be incorporated as appropriate and reviewed often. Specific language structures are introduced, as they are needed for the student to complete a task.

Using this Curriculum Guide

Grade level outcomes, and suggestions for teaching, assessment, and resources are intended to assist teachers with planning and organizing an effective Intensive Core French program. While teaching, assessment and resource suggestions accompany each outcome, in practice, several outcomes are often addressed together through an activity, project or process.

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

- | Specific Curriculum Outcomes | Teaching Suggestions |
|--|---|
| 1.1 participate in classroom routines and activities conducted in French, demonstrating spontaneity and comfort with familiar phrases and topics | Provide models of new routines and review vocabulary on a continuous basis for classroom operations
Provide models of common phrases and questions
Encourage spontaneous classroom discussion as appropriate (discussion, interviews) |
| 1.2 use features of voice and gestures (tone, rhythm of speech, intonation) to help clarify meaning in conversations and presentations | Teach students how to use visuals, verbal, body language and intonation cues
Assist students to make use of non-verbal communication strategies by asking them to mime them, model them (charades) and identify them in films and pictures, etc.
Demonstrate orally how a change of intonation can affect meaning
Provide opportunities to practise using voice and gestures |
| 1.3 ask for information, assistance or service | Model expressions that ask for information, assistance or service and post them in the classroom
Provide frequent practice opportunities by role playing, conducting interviews |
| 1.4 demonstrate comprehension of oral texts, from a variety of sources, using various ways of representing what they know or have learned | Provide a variety of oral texts to students and ask them to role play, illustrate or dramatize their understanding of them
Organize listening activities which give practice in identifying main ideas
Have students provide brief summaries of main ideas or events
Have students support their details with contextual information
Model to students how to identify main ideas in oral texts: title, content, key words
Have students read books to younger audiences
Have students listen to audio materials and discuss them
Ask students questions to which only they know the answers, for example, "What do you think of the Toronto Raptors?" |

General Curriculum Outcome - Communication

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

Assessment

Complete a daily checklist of student participation
 Provide opportunities for students to complete peer- and self-assessments
 Record student performance via audio, video

Record usage of gestures, intonation, rhythm in oral production by means of a checklist
 Question students on differences between stated phrases, using varied intonation
 Provide illustrations of gestures
 Ask students to interpret gestures
 Include voice, gestures and tone as criteria for success, in rubrics used to assess oral presentations (presentations may include poetry, drama, readers' theatre, choral reading, singing)

Record evidence of language recreation, retelling, risk-taking and reusing
 Record evaluation of interviews
 Observe and note strategies for getting assistance, information or service used when students work in pair and small groups

Have students complete sentences using a word list
 Have students write a sentence outlining the main idea of a short video
 Provide several visuals based on an oral text. Students indicate the visual representing the main idea of a text
 Assess the retelling of an oral text

Resources

Commercially available and teacher-made posters, labels
 "Start-up kit"

Collection of videos
 Ads from magazines, television
À la radio
 Flashcards from commercial sources
Aventures series
 "Start-up kit"

Série Aventure
Le français chez nous
Invitation à la lecture
 "Start-up kit"

"Start-up kit"
Le français chez nous
Invitation à la lecture
 Authorized "Start-up kit"
 Classroom supply of videos, cassettes

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes

Teaching Suggestions

At the end of the program, students will be expected to :

1.5 express, with support, needs, desires, opinions, likes and dislikes

Provide opportunities at the end of the class, for students to express opinions in their journals on what was done during the day
 Observe in students' journals the use of vocabulary and expressions for expressing their opinions and needs and provide feedback as required
 Initiate classroom discussion, surveys and interviews
 Use games, activities and surveys that require students to state and support preferences, likes and dislikes, feelings

1.6 read aloud texts with comprehensible pronunciation and fluency

Organize buddy reading, reader's theatre, paired reading, individual reading
 Have students read to another, younger class of students of the school
 Encourage shared reading

1.7 predict meaning of a text by identifying contextual clues (opening paragraph, illustrations)

Use overhead projected copies of pictures, cartoons, drawings
 Have students predict events
 Encourage students to give reasons for their predictions
 Use brainstorming activities

1.8 read texts for enjoyment and information, and respond to such texts in ways that involve general knowledge and personal experience

Organize various reading programs, where students work individually and in pairs
 Organize a take-home reading program
 Prepare sample book reviews
 Lead a general group discussion on books which have been read
 Have students prepare journal entries pertaining to books
 Guide discussions to allow students to integrate personal experiences
 Conduct a book-rap
 Have students use an organizer to show what they already knew about a book, what they learned from reading it, and their recommendation to others on the book

Je savais déjà	J'ai appris	Mon opinion

Have students keep a list of the books they have read

General Curriculum Outcome - Communication

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

Assessment

Record evidence of individual expressions, emotions, opinions and accompanying support
Use flashcards indicating emotions to ask appropriate questions
Record responses
Note the use of the appropriate vocabulary and expressions to state opinions and needs

Record intonation and rhythm in oral production using a checklist
Do an audio recording of oral reading, for peer assessment

Record student responses
Ask students about previous responses, given by other students
Identify logical predictions (with contextual supports given by students)
Ask students to identify the clues used to predict meaning and to rate on a scale the efficiency of the clues

Have students do:

- book reports
- short answer questions, orally and in writing
- presentations based on texts read
- a role play based on a text
- a dramatization of a scene

Make anecdotal comments in student journal
Solicit feedback from parents (open classroom visits, group/individual meetings, questionnaires/surveys)

Note the level of difficulty of books read by a student and recommend more difficult or less difficult titles, as appropriate

Resources

Classroom collections of art, music, magazines
Entre Amis 1 and 2
“Start-up kit”
Flashcards from commercial resources, such as
Aventures

Classroom resources: readers, books, magazines, cartoons
“Start-up kit”

“Start-up kit”
Overheads from commercial sources (*Entre Amis, Passeport Français*)
Cartoon and diagrams from authentic sources
Internet graphics

Le français chez nous
Invitation à la lecture
Je peux lire
Baborama
“Start-up kit”
Book Raps:
<http://rite.ed.qut.edu.au/oz-teachernet/projects/book-rap>

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

1.9 view, listen to and read creative works (short films, poems, songs, independent reading of short stories) and respond to them

Teaching Suggestions

Provide opportunities to learn new songs, play games, read and create poems and stories
Do various activities in the arts (drawing, painting, music, sculpting)
Attend a live performance in French, where possible
View a musical or dramatic video or live performance and create an advertisement for it, a sequel to it, a parody of it, a critique of it
Provide opportunities for students to express opinions, likes and dislikes by means of class-created materials

1.10 represent the main idea of a story

Model for students how to identify who, what, where and why in a story
Have students integrate art into their stories, journals
In small groups, ask students to identify the who, what, when, where and why in a story. Ask them to identify which of these is the most important in this particular story. Ask them to choose a way to represent the main idea of this story
Demonstrate cartoons and illustrations from texts which outline main ideas
Create cartoons or short story summaries

1.11 describe people, places, events and experiences in the present, past and future time using connectors like *d'abord, peut-être, cependant, puis, alors, enfin, ensuite, premièrement, finalement*

Use a variety of questioning techniques, gestures and visuals to help students communicate information about people, places and events
Have students do detailed descriptions, with qualifiers and connectors, descriptive phrases
Organize tasks requiring personalized descriptions, plays, journals, games, invitations, news, surveys, poems
Display visuals such as verb posters, vocabulary posters, classroom expressions
Provide photos of the students during different stages of an activity; have students sequence the photos and describe them
On Fridays, have students write what they will do on the weekend on a paper divided into two columns; on Monday have students describe what they actually did in the second column
Orally, have students describe events going on in the classroom

General Curriculum Outcome - Communication

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

Assessment

Record final projects on a video or audio cassette
 Display projects, ask for peer-assessment
 Have students do peer- and group-assessment of work carried out with all themes
 Note if students use appropriate vocabulary and expressions in their responses to creative works

Have students keep a portfolio
 Collect and make notations in journals
 Use a rubric
 When students represent a story, note if they captured the main idea and used appropriate vocabulary and expressions to do so

Record student responses to oral questions
 Assess oral and written presentations using rubrics
 Assess the complexity of student responses using rubrics (for adjectives, connectors, adverbs, writing conventions, clarity, intonation, vocabulary and expressions)

Resources

“Start-up kit”
Entre Amis 1 and 2
Elans
 Classroom resources: books, videos, magazines
Série Aventure
 Authorized Art resources, elementary level

Classroom resources: posters, books
 Authorized resources for Art, elementary level
 Cartoon, diagrams from authentic sources

Le français chez nous
Série Aventure
Entre Amis 1 and 2
 Classroom collection of music, poetry, posters
 “Start-up kit”

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

Specific Curriculum Outcomes	Teaching Suggestions
1.12 transcribe into written form with reasonable accuracy oral communication and oral texts of up to 100 words, based on familiar topics	Copy oral language to board/chart regularly Transcribe texts from cassettes Ask students to write words and phrases they hear
1.13 use the writing process, in texts of up to 300 words, and incorporate information from a variety of resources (i.e. dictionaries, grammar references)	Demonstrate the processes of brainstorming, modeling, revising, conferencing, editing Teach note taking, drafting, editing, revising, rewriting, and producing a final copy as components of writing process Encourage self, peer and group editing Teach the use of dictionary and other supports Have students work individually, in pairs and in small groups to create picture books and written texts
1.14 complete an authentic task, based on authentic sources, adapted with supports	Have students draw ideas from authentic texts Encourage retelling, paraphrasing Encourage the use of dictionaries Use small group work, discussions, question and answer to assist with understanding of texts With students, develop a list of questions to be answered in order to acquire information to complete a task. These questions can then be used as a guide to aid the students in reading for information
1.15 research a topic of choice using media sources and information adapted from authentic sources to complete a task	Have students prepare research papers based on authentic sources and present their research using a computer software program Have students research and prepare a topic for a “speak-off.” Organize a “speak-off”, once students have been taught the skills of voice projection, eye contact, speed, intonation, expression. Organize a word or phrase scavenger hunt, based on authentic resources Have students do a class research project to demonstrate how to acquire, use and adapt information. Provide a variety of resources on a particular subject from the media ex. newspaper, Internet, radio, tv, magazine, yellow pages from phone book in Québec, advertisements. Ask students to keep a list of all resources used to complete a task

General Curriculum Outcome - Communication

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

Assessment

Have students do

- Dictées
- Regular spelling tests
- Cloze tests

Keep a portfolio of student work, representing various stages of writing process

Develop and use rubrics to assess final projects for written presentations

Have students list all resources used to complete a project and rate them on a scale as to their usefulness

Note if students use a variety of resources to complete a written activity

Keep a portfolio

Consider using the results of peer, self and group assessments

Assess the scavenger hunt results and place a record in the student portfolio

Develop and use rubrics to assess oral presentations and research papers

Resources

À la radio

“Start-up kit”

“Start-up kit”

Adapted resources from primary English language teachers regarding the writing process
First Steps, writing component

Authentic materials chosen from magazines, publicity, recordings, web sites

“Start-up kit”

Internet sites

Encyclopedia (print and electronic)

Dictionaries

Maps, magazines, newspapers

“Start-up kit”

French Immersion *français* and *sciences humaines* resources as appropriate

Adapt and use evaluation form from CPF Concours d’art oratoire for presentations

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

1.16 complete a task based on research of media and other authentic sources

Teaching Suggestions

Teach the research cycle: questioning, planning, gathering, sorting, synthesizing
Have students locate articles in *Le journal des jeunes* on topics of interest to them, and prepare summaries of these articles
Have groups of students participate in a teacher-developed WebQuest

General Curriculum Outcome - Communication

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

Assessment

Use a rubric to assess students' performance at each stage of the research cycle

Students complete a group-assessment checklist

Develop and use a checklist for assessing WebQuest

Resources

Le Journal des jeunes
[www.bham.wednet.edu/
mod8low.htm](http://www.bham.wednet.edu/mod8low.htm)

[www.emsb.qc.ca/recit/wq/
webquests.htm](http://www.emsb.qc.ca/recit/wq/webquests.htm)

[www.emsb.qc.ca/recit/wq/
web_enquete/detective/detective.htm](http://www.emsb.qc.ca/recit/wq/web_enquete/detective/detective.htm)

General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone 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 the program, students will be expected to :

2.1 recite and sing in French Canada's national anthem

Teaching Suggestions

Explain the symbolism and history of Canada's flag
Explain the history of the national anthem
Create a word web of places where the anthem is sung
Encourage students to perform the national anthem as a part of opening exercises in concerts and assemblies
Create an *O Canada* banner for the school

2.2 identify some of the benefits of speaking more than one language

Brainstorm to introduce a topic. Highlight benefits like personal enrichment, careers, summer jobs, new friends, travel, learning other languages, greater access to films, books, impact on English language skills
Using the results of the brainstorming, develop a survey to administer to other students. Then identify several other Intensive Core French classes in Newfoundland and Labrador and send them the survey. Tabulate the results with students
Invite guests to speak about their own language learning and cultural experiences
Have the class create a list of places where they have used French

2.3 identify some of the benefits of speaking French as a second language in Canada

Brainstorm with the class and make a chart list of reasons to learn a second language
Emphasize benefits such as being able to enjoy more music, books, films
Brainstorm with the class and make a chart list of places where French is used
Set up a pen-pal program with francophones within or outside of Canada
Explain that Canada is officially bilingual
Organize a visit or an exchange to a francophone area
Have students role play an older, wiser sibling trying to convince a younger brother or sister to take Intensive Core French
Have students prepare posters promoting the study of French

General Curriculum Outcome - Culture

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

Assessment

Have students complete a cloze passage on the national anthem, to assess writing

Have students, in pairs, prepare posters related to the national anthem. Use rubrics to assess the final project

Record teacher observations with respect to participation

Record teacher observations

Have students complete a self-assessment checklist

Create a class poster for the school or community outlining reasons for speaking two languages or more

Record teacher observations

Complete a peer-assessment checklist

Resources

Canadian flag

Proud of Two Languages (CPF video)

Canada has 2 Official Languages (Office of the Commissioner of Official Languages)

Department of Canadian Heritage
www.pch.gc.ca/ceremonial-symb/francais/emb.html

Poster Pals posters

“Start-up kit”

Guest speakers

Videos

Websites

Posters

www.worldstudent.com/uk/mag/features/canada-double.shtml

www.uwo.ca/french/why.htm

www.zse3.asn-graz.ac.at/pdf/okeefe.pdf

www.tvdsb.on.ca/programs/french/benefits.htm

www.pch.gc.ca/offlangoff/english/index.html

www.pch.gc.ca/offlangoff/publications/trousse/index.html

General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone 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 the program, students will be expected to :

2.4 demonstrate an awareness of the bilingual and multicultural nature of Canada

Teaching Suggestions

Brainstorm on the symbols of multiculturalism in Canada (language, race, religion). Make links to the prescribed Grade 6 Social Studies Curriculum
Provide magazines and other materials for a theme collage on multiculturalism
Invite guests from different cultural backgrounds to speak to class
Have the class develop a multicultural dictionary of greetings, phrases
Organize an exchange visit to a French-speaking area
Participate in a penpal project

2.5 identify the importance of French as an official language of Canada and the contribution of francophones to Canada's heritage

- identify francophone regions of Canada
- identify prominent French-speaking Canadians

Brainstorm about and do research on areas in Canada where French is spoken
Brainstorm/research prominent francophone Canadians
Emphasize various aspects of culture and highlight francophone contributions (politics, arts, music, literature, sports, film)
Create word webs for each of the aspects outlined above
Research a prominent francophone Canadian and make a presentation to the class
Play "20 questions" based on francophone Canadians

2.6 identify selected works of several French Canadian and other francophone artists (musicians, visual artists, authors)

Listen to and discuss francophone musicians and singers and their styles
Create a class top ten list of favorite music
View and critique works by contemporary and classical francophone visual artists
Read the poetry of various francophone poets
Complete a study of at least one French novel
Play "20 questions" based on francophone artists
Read and respond to chapter books

General Curriculum Outcome - Culture

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

Assessment

Record teacher observations
Use a rubric to assess projects on family origins
Have students complete a self-assessment checklist on multicultural awareness
Have students assess and comment on the use of multicultural dictionaries by their classmates

Record teacher observations
Use a rubric to assess written and oral presentations
Have students complete a self-assessment of their knowledge and appreciation of the francophone contribution to Canadian culture and history

Record observations of the discussions
Record teacher observations on the completed novel
Assign book reports
Assign journal entries

Resources

Guest speakers
Videos
Websites
Posters
Lire d'avantage
Society for Educational Visits and Exchanges in Canada (SEVEC)
“Start-up kit”
Teacher prepared rubrics
Multicultural calendars
Authorized resources for Religious Education, intermediate level
Grade 6 Social Studies Curriculum

“Start-up kit”
Le Canada-Eh? (Tralco)
Les Provinces du Canada (Tralco)
Les Symboles du Canada (Department of Canadian Heritage)
Maps of Canada and the world
Music of Matt Maxwell
Minutes du patrimoine - www.histori.ca
www.pch.gc.ca and other government sites
www.L2ed.com

“Start-up kit”
Classroom collections: music, books, songs
Internet
Reference books

General Curriculum Outcome - Culture

Students will demonstrate a knowledge of francophone 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 the program, students will be expected to :

Specific Curriculum Outcomes	Teaching Suggestions
2.7 identify similarities and differences (customs, behaviour patterns) between their own lives and those of francophone children in Canada and around the world	<p>Research celebrations, festivals, carnivals in francophone cultures and note those common to our own</p> <p>Create labels for the classroom calendar which mark various francophone celebrations</p> <p>Identify francophone areas around the world</p> <p>Create student committees to plan and present a typical francophone celebration</p> <p>Plan a class exchange or visit to a francophone community</p> <p>Set up a keypal/penpal system with a francophone group</p>
2.8 demonstrate an awareness and the use of social conventions in their own and francophone cultures (for example use of vous/tu)	<p>Discuss customs and conventions that differ from one culture to another (forms of greeting, handshakes, bows, kisses)</p> <p>Research the historical significance of various customs (eye contact, touching)</p> <p>Teach cultural practices (vous/tu, est-ce que/inversion)</p> <p>Create a key-pal system for Question and Answer about customs</p> <p>Have students role play several scenarios and decide the appropriate convention to use in a situation</p> <p>Invite a guest to speak to the class on the topic of social conventions of francophone cultures</p>
2.9 demonstrate an awareness of and the use of cultural idioms and nuances in spoken French (il fait beau/il est beau; j'ai un chat dans la gorge)	<p>Maintain a log of new idiomatic phrases and expressions</p> <p>Ask students to choose an expression from a book of idioms taken home to present to class at a later date</p> <p>Identify and post common proverbs and share English versions, where applicable</p> <p>Create humorous posters for idiomatic phrases (avoir un chat dans la gorge)</p>

General Curriculum Outcome - Culture

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

Assessment

Record teacher observations of student participation
 Use a rubric to assess posters and labels around the classroom
 Use teacher-, self- and peer-assessments for the student committee work on celebration planning
 Complete a post-exchange (visit) self-assessment

Record teacher observations of class participation, general use of conventions, role playing of scenarios

Record teacher observations of class discussions
 Record spontaneous, unsolicited use of idioms and proverbs in general discussions
 Use teacher- and self-assessments for the idiomatic phrase poster

Resources

“Start-up kit”
Entre Amis 1 and 2
 Videos
 Public brochures
 Websites
Society for Educational Visits and Exchanges in Canada (SEVEC)
 World and Canadian maps
Aventures 1, 2, 3
Potpourri II

“Start-up kit”
French Cultural Trivia (Teachers’ Discovery)
 Penpal/Keypal system
www.askjeeves.com (questions about French customs and conventions)

“Start-up kit”
French Vocabulary Handbook for Canadian Schools (The Resource Center)

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

- | Specific Curriculum Outcomes | Teaching Suggestions |
|--|--|
| 3.1 use a French/English dictionary and other reference sources | <p>Help students use a glossary, French/English dictionaries, websites, maps and charts</p> <p>Teach dictionary skills, alphabetical order, dictionary abbreviations, gender, number, and parts of speech</p> <p>Introduce the skill of taking notes using authentic sources</p> <p>Encourage students to keep a personal dictionary</p> |
| 3.2 identify and use the sounds and symbols of the French language | <p>Organize activities and explain strategies that assist in the recognition of the relationship between oral and written forms of language (identify rhyming words in songs or poems)</p> <p>Brainstorm for words with the same sounds</p> <p>Use tongue twisters, create charts, develop songs</p> <p>Write poems with different rhyming schemes</p> <p>Keep a wall chart of word families; consult it regularly</p> <p>Discuss the use and importance of accents in French</p> <p>Increase student risk taking by practising decoding and sounding out new words as a group activity</p> <p>Have students practise appropriate use of liaison</p> |
| 3.3 work individually, in pairs and in groups to create oral, written and visual productions | <p>Use a variety of student groupings</p> <p>Teach cooperative learning techniques such as role assignment in groups (recorder, presenter, timer, facilitator)</p> <p>Have students create various types of productions using costumes, video, make-up, puppets, writing, and oral presentations</p> <p>Have each student participate in an individual, paired and small group production</p> |
| 3.4 complete language learning tasks, using appropriate visual and non-visual supports | <p>Teach students how to use charts, posters, resource materials and the Internet to gather authentic information for projects</p> <p>Discuss the differences between authentic and non-authentic materials</p> <p>Brainstorm on the sources for the location of specific information</p> <p>Teach students about the types of visual supports to be found at home, in the community, and at school</p> |

General Curriculum Outcome - General Language Education

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

Assessment

Record teacher observations of reference use of authentic texts
Organize a dictionary scavenger hunt (other reference sources, as appropriate)
Record results of scavenger hunts
Record teacher assessment of research projects based on “note-taking”

Record teacher observations
Have students complete self- and peer-assessments
Monitor and assess shared reading activities (readers’ theatre, choral reading, buddy reading)
Assess poetry or songs produced by pairs and groups

Record teacher observations of final productions
Record teacher observations of the group process at work
Use a rubric to assess final projects
Have students do peer-assessment

Record teacher observations of student use of text features and resources in project-based activities
Have students work in groups to complete self- and peer-assessments
Record teacher observations of various project styles

Resources

“Start-up kit”
Maps of Canada, the world
Atlas
Dictionaries
Encarta (French version)
Websites
Bescherelle, l’art de conjuguer
(Conjugaison, grammar, spelling)
www.lamc.utexas.edu/fi/verbs

“Start-up kit”
Classroom collection of songs, poems, music
Commercial and teacher made posters

“Start-up kit”
Internet
Videos
Classroom resources: books, games, music
Matt/Wendy Maxwell *Fun Plays*
Assorted reference materials

“Start-up kit”
Posters
Charts
Maps
Websites
Videos

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

Specific Curriculum Outcomes	Teaching Suggestions
3.5 follow oral and written instructions containing familiar and unfamiliar vocabulary and structures	<p>Provide models to help students cope with new and challenging situations (just outside the comfort zone)</p> <p>Reuse previously learned structures, visual and non-visual cues</p> <p>Review previously learned material when assigning tasks, arranging groups or completing projects</p> <p>Visit French language websites and allow students to navigate the pages</p>
3.6 communicate using a variety of strategies	<p>Brainstorm about the various forms of communication (gestures, facial expressions, visual cues)</p> <p>Teach students the necessary vocabulary and structures for circumlocution, and to ask for clarification, and to obtain specific information</p> <p>Organize group activities to include drawings, mime, role playing, and games</p> <p>Promote a supportive non-threatening environment to encourage risk-taking</p> <p>Explain how taking a risk in language learning is really “intelligent guessing”</p>
3.7 complete self-assessments	<p>Demonstrate the types of self-assessments to be used (charts, grids, rating scales)</p> <p>Ensure that students understand that their self-assessments are important and are part of the final assessment of their work</p> <p>Ensure students understand assessment instruments</p> <p>Provide ample time for reflection at the end of a project or a unit</p>
3.8 negotiate meaning in unfamiliar situations, using various language learning techniques	<p>Teach “survival” vocabulary (je ne comprends pas, comment dit-on en français)</p> <p>Explain circumlocution and give examples</p> <p>Help students recognize cognates, suffixes, synonyms and root words</p> <p>Promote the use of the language learning techniques outlined above through interviews and group discussions</p>

General Curriculum Outcome - General Language Education

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

Assessment

Resources

Record teacher observations of student comprehension by means of periodic questioning and checking
Record the results of a second explanation of instructions for an activity

Selected posters
“Start-up kit”
www.L2ed.com
www.bonjour.org.uk

Record teacher observations of student language usage in class including spontaneous, unsolicited efforts
Have students complete self- and peer-assessments
Record events of student self-correction and risk-taking

“Start-up kit”
Posters and charts
Aventures series
Invitation à la lecture
Histoires de Napoléon

Record teacher observations of student reflections
Plan student/teacher conferencing to discuss performance and possible strategies to use

“Start-up kit”
Teacher-made and commercially available checklists and rating scales

Record teacher observations of student strategies and attempts to negotiate meaning
Record teacher observations of spontaneous, student-initiated use of these techniques

“Start-up kit”
Poster Pal posters
Classroom collection of pictures from calendars, magazines and books
Thesaurus
Dictionaries

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes

At the end of the program, students will be expected to :

3.9 distinguish among facts, opinions and emotions presented in a text

Teaching Suggestions

Discuss with students where it is appropriate to use facts (i.e. news story), opinion (i.e. editorials) and emotions (i.e. personal stories, drama, novels)
 Ask students to find indicators of “opinion statements” (à mon avis, je crois que)
 Outline indicators of facts and supporting information (research data, dates)
 Review expressions of emotion (triste, content)
 Improvise interviews, (reporter/interviewee)
 Ask students to present orally/write a text or produce a video that contains facts, opinions and emotions

3.10 recognize the importance of checking their work and detecting errors in writing

Review the editing process with attention to specific items (capitals, punctuation, accents, agreements, and adjective placement)
 Demonstrate the importance of detecting errors (il a un chien/il est un chien) and correcting them
 Familiarize students with charts and grids used for self-assessment
 Organize individual, paired and group revision activities using the writing process
 Have students adapt a teacher-produced text
 Have groups revise and edit student-produced texts

General Curriculum Outcome - General Language Education

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

Assessment

Have students identify the facts, opinions and emotions in texts written/presented by their peers
 Complete a checklist outlining student use of expressions of emotion
 Use rubrics to assess the complexity of student retelling of situations
 Have students do true-false questionnaires
 Ask students to classify statements in authentic documents under the headings of “Fact”, “Opinion” and “Emotion”

Record teacher observations of student reflections and recordings using pre- and post-revision samples
 Plan student/teacher conferencing to discuss the assessments
 Monitor student use of self-assessment instruments
 Assess student writing using pre- and post-revision samples
 Have students complete self- and peer-assessments
 Record examples of student revision in daily work samples

Resources

Magazine articles
 Tourist brochures
 Newspaper articles
 School Net News
www.snn-rdr.ca/rdr/archives.html

“Start-up kit”
 Commercial and teacher-made rubrics for editing
 Posters illustrating the editing and writing processes
 First Steps resources, (writing component)
 Commercial and teacher made posters on the writing process
CRICS writing process (Ministère de l'Éducation du Québec)

Guiding Principles

In Intensive Core French, the instructional process is founded on the following principles :

- Communication is the focus of the program.
- Students develop the ability to communicate by engaging in meaningful, interactive experiences.
- Meaningful experiences include many and varied media for language learning (arts, music, poetry, literature, film, and theatre).
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- The classroom is learner-centred; learner needs, abilities (including first language experiences), and interests provide a starting point for instruction.
- Instruction is planned to be both sequential and spiral, providing for a gradual increase in students' knowledge and skills, and allowing for the meaningful re-entry of knowledge gained through previous use. Instruction follows a project-based approach. For additional reading on this approach, teachers may refer to either of the following documents:
 - a) La Revue de l'AQEFSL vol. 21, nos. 1 et 2, 1999 "Une expérience de français en 6ième année par Joan Netten et Claude Germain
 - b) "Intensive Core French Project in Newfoundland and Labrador". June 1998, section 9.3 - Pedagogy
- French is the language of the classroom, for instruction and general communication.
- Long-term, medium-term and daily planning by the teacher is important.
- The teacher assumes a range of roles in the instructional process.

Classroom Environment

Department of Education documents are available online at www.gov.nf.ca/edu/

The learner

The elementary school curriculum expands to provide for the widening interests of elementary school children. The introduction of Intensive Core French to the school is also a part of this expansion. This experience provides richness, variety and fluency at this key developmental age. The elementary years are a time when students begin their initiation into the world of adult reasoning, concepts, communication, and symbolism. Although there are some teaching strategies specific to this level, many are the same as those of the primary grades. An approach emphasizing the child as a thinking, doing, and feeling learner is essential.

Intellectually, elementary children are moving from a concrete level of reasoning to more abstract reasoning. Many may continue to require

significant concrete experiences before gradually moving to more abstract concepts. Intensive Core French offers an opportunity for individual interests and abilities to be explored in a second language through individual, paired and group projects.

Implications for Intensive Core French

Elementary children are curious about other languages and cultures. They are enthusiastic and want to learn French. These children need opportunities to be physically active through action songs, games, and dramatizations. Recognizing the constraints of time and resources placed on the regular Core French program, Intensive Core French is meant to provide a 20 week “enriched” period of study of French at the Grade 6 level. The intensity and concentration of time allows for greater in-depth exploration of individual needs, interests and abilities. Each instructional period should be varied, with a balance between the introduction of new material and the use of previously learned topics, all with the focus continually and primarily on communication. Group and individual work require clear, structured tasks that yield concrete results.

In every elementary classroom, there are varying levels of physical and emotional maturity. As they get older, students often become more sensitive to the reaction of their peers. This may be particularly evident in Grade 6. Some students become inhibited and are reluctant to participate actively in certain situations. Teachers respond to these changes through the creation of a “supportive, non-threatening, risk friendly” environment; the careful selection of activities; the provision of choices (video taping a role play versus doing an improvisation); and the encouragement of different types of expression (creating a poem, a poster or a model). It is also very important that the teacher give frequent positive feedback. Such practices demonstrate respect and sensitivity, and help ensure active participation.

Classroom Atmosphere

In a warm, supportive environment students feel at ease, and they know that their attempts at communicating are valued. Good language learners take risks. Students need to know that taking risks and making and correcting errors are a natural part of experimenting with language, and of learning. This principle should guide teachers in the way they handle student errors. Teachers should demonstrate to students that even the teacher makes mistakes, needs correction or uses the dictionary.

Errors that occur often and block comprehension may need to be corrected, but communication should not be interrupted in order to make corrections. Errors may be brought to the attention of students through reflection and self-correction, through a small or large group activity, or on an individual basis, depending on the purpose of the activity or lesson.

The focus in the Intensive Core French classroom is always on communication rather than language form. By the strategic selection of activities and the careful planning of the teacher, the French language becomes transparent, as the atmosphere encourages students to share personal experiences and ideas. The teacher should provide frequent positive feedback and evidence of progress. Elementary students need a very concrete sense of their improvement. Overall, the classroom atmosphere of Intensive Core French is one of fun, comfort and security in the second language.

“Students should learn how their previous language knowledge can help in new situations.”

Since Grade 4 is the introduction to second language learning for most students, teachers need to help students come to terms with the difference between their first language and their second language skills. At the beginning of the Intensive Core French program, teachers should devote time to reviewing students’ previous experiences in French (most students will know some words or phrases); to establishing French as the language of the classroom; and to setting classroom routines. Students should learn how their previous language knowledge can help in new situations. For example, French and English share many words, the printed alphabet is the same, and punctuation is similar. To help ensure success, new experiences and tasks should build on what students already know and can do.

Classroom Organization

The organization of the classroom enhances student motivation and learning. The Intensive Core French classroom needs an area to display student work, vocabulary themes, posters and photos. A listening centre in the classroom is an asset, especially for multi-age groups. It is appropriate to provide students with opportunities to work independently with reading materials, games, word puzzles and cassettes. Ready student access to French resources reinforces participation and supports communication. A display area fosters cultural awareness through the presentation of postcards, maps, calendars, photos and other authentic items. Communication is also enhanced by flexible seating plans and group arrangements. Since much of the Intensive Core French day will involve frequent changes in grouping and seating arrangements, flexibility becomes essential.

Organizing for Instruction

Use of French

Research indicates that key factors affecting success in second language learning are the time devoted to it and the strategies used by the teacher. This has implications for the Intensive Core French environment. French is the language of instruction in the classroom. Every effort should be made to encourage communication, and convey meaning directly without recourse to English. The use of French, the project-based activities, the student-centered strategies and instructional time all affect student proficiency. Communicating successfully in French in the Intensive Core French program helps students develop a positive attitude toward themselves, toward learning, and toward learning French.

Planning

Planning is an essential part of the instructional process. Teachers need to plan for the year and for the Intensive Core French term, for each unit or theme and for the daily lesson.

Long Term Planning

Teachers must organize the instructional year based on the outcomes of the prescribed grade 6 curriculum, related or complementary themes and instructional time. The long term plan includes the sequencing of units, a student assessment plan, and an anticipated schedule. The teacher allocates instructional time and monitors approximate start and end dates for each theme. Inherent in this planning is a knowledge of the units to be covered in the Intensive Core French block and the curriculum to be compacted during the remaining 20 weeks of the Grade 6 year. Teachers need to analyse outcomes for overlap of links, and take advantage of the incidental learning done by students during the first half of the year of content.

During the Grade 6 year transitional planning - to ensure students are able to make a smooth transition to the intermediate program is important. Specific outcomes for Intensive Core French provide guidance to teachers, as do the specific curriculum outcomes for Grades 7-Level III.

Unit/Theme Planning

The teacher highlights the curriculum outcomes, estimates the time needed to complete a unit, selects and adapts materials and resources, and organizes activities, including planned assessments. Resources may be modified and elements such as pace and choice of activities adjusted to ensure a focus on outcomes, while taking into

account individual student or class interests and needs. Flexibility in lesson planning and the development of each unit is essential. Intensive Core French allows for student reflection and input into theme, unit and lesson planning. The teacher may also prepare an overview for students to help guide and record progress.

Daily Lesson Planning

During the Intensive Core French block, students study new content and develop skills leading to an established communicative/experiential goal. The daily plan blends new elements with familiar ones. In the introduction of new concepts or skills, students use their previous experiences to anticipate what they are to see, hear, read, say, or write. At the end of the lesson, students review what they have learned. They reflect on the process of learning and on what remains to be accomplished. A key to effective and successful daily planning in Intensive Core French is to ensure that each day includes a variety of frequently changing activities that reflect the interests and abilities of the class. Each day includes a beginning warm-up routine, opportunities for reading, writing, speaking and listening, games, music and reflection activities.

Instructional Strategies

The teacher chooses instructional strategies that enable the learners to meet the curriculum outcomes. The following strategies are recommended for the Intensive Core French classroom.

Modelling

Modelling provides learners with concrete examples and support. Modelling may take many forms. The teacher, students and classroom visitors are language models for the students in the demonstration of strategies, technologies, new content and skills, the animation of texts, and the preparation of work samples to guide students. Teachers model games, grouping arrangements, and reading and listening comprehension strategies. For example, the teacher and one student may role play a pair interview. All students would follow this model to complete the task. Models may also include sample projects, audio recordings, and props such as puppets, realia, and visuals. Modelling is often used in conjunction with other strategies such as cooperative learning, peer grouping and role playing.

Cooperative Learning

In cooperative learning, students work toward a common goal, with the group's success depending on the contribution of each member. Students work collaboratively; they 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.

The Intensive Core French teacher describes the task, explains the role of each member, monitors and observes. Advance preparation may include a review of the French vocabulary needed to operate in French in the group. Cooperative learning is most effective when:

- Students know the purpose of the activity and understand the instructions.
- Group member roles are clear.
- Groups are organized according to the purpose of the activity - the size of the group and the membership change often.
- Time lines are established and respected.
- Social skills such as using quiet voices, sharing materials, and taking turns are also taught.

Since there are a number of differences between cooperative learning and traditional small group work, it is recommended that teachers consult the references in this guide. These references include classroom activities and suggestions for implementation.

The Interview

The interview develops listening and speaking skills and is an opportunity for students to communicate ideas, likes and dislikes, and feelings. Interviews are used to collect and share information. In the Intensive Core French class, interviewing is frequently used and often informal. Examples include:

- teacher and student role playing a pair interview
- students interviewing each other
- students conducting oral surveys
- classroom imitation talk shows
- students interviewing classroom visitors
- interviews between students and classes of former Intensive Core French students
- teachers interviewing students

In preparation for a formal interview, the teacher should explain the process to students and provide sample question types. A friendly, encouraging manner is best. Questions should be posed as they would be in everyday situations, with one question leading to the next. The interview should be a positive experience for the student. Throughout the preparatory process students should be encouraged to “take a lead” in the interview by initiating the questions themselves and by leading the conversation in directions that interest them. (Ask the interviewer some questions)

Teachers may wish to consult the *Elementary Core French Criterion-Referenced Test Report* (1996) 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 playing, teachers give clear instructions about the purpose of an activity, the situation to be portrayed and the role of the audience. To encourage active listening, groups may be asked to record specific information during each activity. Models should be provided and students should have opportunities to practise before the role play is presented. Role playing may be done “live”, with video tape or for another class or audience.

Brainstorming

Brainstorming draws on student experiences to help establish a meaningful context for learning a wide range of ideas. Suggestions are usually recorded. If these ideas are recorded on chart paper, they can become effective classroom posters and contextual clues for students during a unit. Students may use items from brainstorming as a basis for a personal list or record. A brainstorming activity should be brief; usually not more than 2 - 3 minutes. All ideas are noted; little attempt is made to edit or evaluate the suggestions.

Brainstorming may be a preparation for oral and written tasks. It helps build and review vocabulary. Brainstorming is also effective to summarize at the end of an activity or to draw conclusions about a lesson or topic and help students see their progress.

Teaching for Communication

Schools reorganize the prescribed Grade 6 curriculum areas to allocate 60% to 80% of the instructional day to Intensive Core French during the first half of the school year. In a classroom focussing on communication, the language skills of listening and speaking, reading and viewing and writing, and other ways of representing are interconnected. However, it is important that teachers, during their planning, provide opportunities for students to learn specific skills or combination of skills as appropriate. In Intensive Core French, the emphasis is on communication, conveying meaning and sharing personal experiences. This orientation must be reflected in both instruction and evaluation. Teachers must strive to ensure an equal

balance among the language skills. At any point in time, depending on the theme and the related activities, the focus on one skill could be much greater.

Listening and Viewing

Listening is an intensive activity, requiring a high level of concentration. To develop listening comprehension, students need frequent opportunities to listen to and view a variety of oral texts, including authentic sources. Through frequent, varied experiences, students learn to accept and deal with ambiguity, an essential skill in learning a second language. The oral texts used by teachers include poems, stories, songs, rhymes or conversations.

Students listen for a purpose; they focus on the main ideas of a text, and use information to complete tasks. Pre-listening preparation helps students to be focused and attentive. Pre-listening preparation includes: vocabulary brainstorming, review of word lists or student notes, review of record sheets, and predictions about events or activities students do, hear, or see.

Students respond in various ways to demonstrate their comprehension, as follows:

- Carry out classroom commands and follow instructions.
- Draw pictures based on oral instructions.
- Answer comprehension questions.
- Complete a table or chart.
- State an opinion.
- Tell stories in their own words.
- Ask questions about the text.
- Request opinions from the teacher or other students, in relation to a text.
- Give information related to a topic from other authentic sources.

Students should listen to and view a range of sources.

Speaking

In Intensive Core French, students develop oral communication skills through conversations, interactions, and presentations. Students interact individually with the teacher, in pairs and in small and large groups with the teacher. Presentations may include activities such as personal introductions, or brief descriptions of projects such as making a greeting card, poster or other visual. When talking, a student searches for vocabulary and language patterns to

communicate a message. At the elementary level, students need time to formulate responses. Recommended oral production activities include:

- songs
- games
- role playing
- descriptions
- interviews
- shared story-telling (each student provides a word, a sentence or a sentence completion)
- dramatic readings
- theatrical productions
- formal presentations
- shared journal reading in class/small groups
- improvisations
- word play (joke and riddle telling)

Reading

To initiate reading, the teacher establishes the context, introduces or reviews vocabulary, often through brainstorming, and encourages students to predict the content of a selection. As part of the pre-reading preparation and post-reading activities, the teacher and students identify effective reading strategies. These include visual and contextual cues, prediction, and the use of cognates.

Reading within a context, beginning students learn the sound/symbol relationships of the French language. The teacher and audio resources are the main models. Practising the alphabet, oral reading with a peer, buddy reading, reading for younger children, reading for the whole class, and reading previously learned oral texts are effective ways to develop oral reading skills.

Information gained through reading is often used to complete a larger task. Students need authentic texts to complement those designed for second language students. Reading materials include charts and diagrams, illustrated readers, big books, poems and posters, magazines, newspaper, and novels. Students may be asked to identify or write a title or theme for what they have read, complete a chart or project using information from a selection, complete a book review or critique of an article, or select visuals to illustrate a written text.

Independent reading is important. Teachers organize suitable materials, such as reading collections, magazines and puzzles that can be read in class, in the library or at home. A scheduled home reading program is very effective, and should be an integral component of the

Intensive Core French program.

Writing

In writing, the emphasis is on communicating a message. In the introductory stages, writing involves simple responses such as choosing and copying a response from a list, writing one or two word answers, or providing a sentence completion. Students progress to writing sentences. Even though the writing pieces are brief, students and teachers follow the writing process of pre-writing preparation (including brainstorming), first draft, revision, correction and publication. Writing also includes journal keeping, poster creation of items such as favorite idioms, paired or group writing activities, production of published materials for an audience. In the Intensive Core French class, writing is normally given a greater focus, much earlier than is the case in the Core French Grade 6 program.

Technology in Instruction

*Grassroots projects for French? Check the Grassroots site:
www.stemnet.nf.ca/grassroots/*

Technology in Instruction

During the past decade, access to technologies suitable for teaching and learning has increased tremendously. Audio and video players and recorders are essential, and are used by students as well as teachers. Equipment can be used to record student presentations, interviews and other oral communications; to share student accomplishments with parents, other classes, community groups or keypals; to incorporate video and audio components into instruction; and to present student work.

In the Intensive Core French program, computer technologies enhance the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources.

Technology and Communication

*Canadian Association of Second Language Teachers
www.caslt.org*

Technology serves as a communication tool for both teachers and students. Internet or intranet capabilities enable students to communicate with each other and with the teacher. As they begin to read and write, students may use electronic mail to communicate with francophone students. The teacher and class could design a model and pattern phrases to support this authentic language learning experience. Word processing, presentation software and graphics may enhance communication for both teachers and students.

Technology and Resources

Technology provides access to reference materials. Websites are a

source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example, students may tour websites of elementary schools in francophone regions and countries, make virtual cultural visits to sites such as museums and visit theme-related areas around the world. As well, the Canadian Association of Second Language Teachers, Stemnet and Canadian Heritage, among others, offer online activities for elementary students.

Technology and Professional Development

The teacher has access to professional supports through technology. These include cultural information, dictionaries and reference materials, professional organizations, and an Intensive Core French information-sharing site.

Principles guiding the use of technology are the same as those for other resources and activities:

- Outcomes and themes determine the task.
- Resources are appropriate for the task and the age and abilities of students.
- Teachers adapt resources to meet learner needs.
- Instructions are clear.
- At the end of the task, especially when it involves a new resource or process, the teacher and students reflect on what has been accomplished.

Individualizing Instruction

Learner Needs

The Intensive Core French class includes learners of differing abilities and interests. The teacher should consider learner needs and interests when planning instruction. At the beginning of the year in particular, teachers assess oral and written strengths and areas of need. Teachers respond through the careful selection and adaptation of resources, and through a variety of instructional strategies and assessments. A supportive second language learning setting is critical at all times. Classes may have students needing additional supports and students capable of surpassing the prescribed outcomes. The recommended resources offer ideas to enrich the learning environment for these students. Teachers should ensure that activities reflect diverse learning styles, and that the Intensive Core French class offers opportunities for students to apply various types of intelligence.

Supports to help students attain outcomes include varying the pace, assigning a variety of concrete tasks, utilizing many types of group/cooperative learning activities, and providing extra time to complete work (including evaluation tasks). Short term interventions should be noted on a Pathways pre-referral form.

Individual Support Services Plans

If accommodations and adaptations become student specific, on-going, and long-term the student is being supported (through Pathway 2). The French teacher consults with the special education teacher or guidance counsellor, or follows the established procedures to refer a student. A student needing support(s) for extended periods of time may need an Individual Support Services Plan (ISSP), involving a team response. Documentation may already be part of a student's file.

An individualized plan may include recommended (Pathway 3) modifications to the French program, depending on the nature of an exceptionality. (For example, a Grade 6 student with a writing difficulty may be capable of success in a pre-dominantly oral Core French classroom without program modifications, but the student may require accommodations/adaptations.)

Where extensive accommodations or modifications are needed, French teachers serve as members of individual support services program planning teams to determine the best instructional program for each student.

Documentation for teachers include:

- *Pathways to Programming and Graduation: A Handbook for all Teachers and Administrators*,
- *Co-ordination of Services to Children and Youth in Newfoundland and Labrador*
 - *Individual Support Services Plans (ISSP)*
 - *Profiling the Needs of Children/Youth*

Intensive Core French in Multi-Age Classrooms

Multi-age classes consist of two or more grades receiving instruction from the same teacher in the same scheduled class time. Intensive Core French can be successfully implemented in this setting. It is recommended that teachers who organize instruction for multi-age groups:

- Develop a long-term plan based on grade combinations, grade-level and keystage outcomes.
- Organize learning in order to respect outcomes.
- Keep records of long-term, multi-year plans.
- Select activities and resources to respond to individual and group needs, including enrichment.

There are many combinations of multi-age classes. In a school, the combinations may change from year to year. There are however, some strategies that seem to work well in all arrangements. These include:

- grouping
- learning centres (especially a listening centre)
- a thematic approach to program delivery
- common topics with differentiated projects or tasks for each grade
- projects with differentiated tasks for each student
- peer assessments
- shared reading
- common tasks but differentiated assessment criteria for each grade

Informing Others

Informing Others

Intensive Core French, like all French Second Language programs, needs the support of the school community, including students, parents, teachers, school councils, school administrators and the school board for maximum success. Teachers should provide opportunities for everyone to become informed about Intensive Core French and to observe the students. Students can prepare items for a school concert or assembly, make big books for display or use by other classes, or invite parents to a special celebration. Community groups should be encouraged to involve Intensive Core French students in events. Displays of student work, communication with parents, program information on the school's website, and talks on the value of the French program at school or district meetings help promote a better understanding of the Intensive Core French program.

Canadian Parents for French
www.cpf.nfld.net
www.cpf.ca

Evaluation

“Evaluation provides key information to students, teachers, parents and administrators.”

Evaluation is the process of analyzing assessment data and making decisions about student progress and instruction based on the results. Evaluation provides students, teachers, parents and administrators with essential information.

In the Intensive Core French program, student evaluation is based on the following principles:

Evaluation is an integral part of the learning process.

Assessment tasks reflect the outcomes of the program and the types of learning activities in regular use in the classroom. Evaluation is criterion-referenced; students are assessed on their achievement of the outcomes. In the initial weeks of the program, the primary focus (80%) is on oral comprehension and oral production. As the intensive component progresses, reading, writing, viewing and representing take on a larger role to ensure that all four language skills are developed. The balance among skills needs to be maintained in evaluation.

There should be an opportunity for students to reflect upon and provide feedback on the following:

- their perspective on the learning experience
- their preference of the methodologies used
- their views on themes and topics
- their perception of relevancy of themes
- their suggestions of other themes
- their preferred classroom resources
- their preferred types of evaluation
- their progress

Evaluation is both planned and ongoing.

Students should know when, how, and on what they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. Students play an essential role in evaluation (peer evaluation of group work, self-evaluation, suggestions for evaluation). Evaluation should be flexible, accounting for student progress over the year but also providing a clear picture of how students will be assessed.

Evaluation requires both formative and summative components.*Formative*

Formative evaluation improves student performance by means of feedback that is precise, clear and directly related to the task. Formative evaluation assists the teacher and student by identifying areas where students need help. Teachers then adjust instruction to accommodate these needs.

The Canadian Association of Second Language Teachers (CASLT) has developed formative evaluation instruments and activities for elementary Core French: French as a Second language Formative Assessment Package, Beginner Level (CASLT)

When one considers the student-centred nature of Intensive Core French, rubrics comprise some of the most effective tools for formative evaluation. It is essential that students view the rubric prior to its use in the evaluation of a project or similar piece of work. A well designed and tested rubric serves several purposes:

- It clearly shows the students the expectations of a particular evaluation.
- It serves as a working guide for the student(s) throughout the project.
- Upon completion of a particular piece of work, it serves as a precise and effective way to identify specific strengths and challenges of individual students.
- It provides for meaningful student/teacher/parent conferencing about the evaluation process.
- For the purposes of evaluation, it provides to students, parents and teachers a precise and clear picture of required needs and useful strengths.

Summative

Summative evaluation involves making a judgment based on data. Reporting may be anecdotal or reflect a letter or number grade. Schools and school districts have policies and procedures on reporting and other aspects of evaluation. The teacher should consult these when developing an evaluation plan.

Evaluation includes a variety of assessment techniques.

Assessment is the systematic process of gathering information on student learning and performance. To obtain a complete picture of student performance, a variety of assessment techniques is recommended.

Assessment Techniques

Assessment Techniques

Assessment techniques for inclusion in an evaluation plan follow.

Projects

Communicative/experiential projects are used to assess outcomes. Students engage in a series of activities during the unit that help them complete a task. The project is based on selected outcomes and encourages students to link their life experiences to their second language learning. For example, a birthday card or arranging a birthday party might be experiential projects in a theme related to friends and celebrations. Sometimes projects may require that students work cooperatively.

Teacher Observation

Observation provides information on student performance. The teacher establishes criteria for the observing and provides feedback to a student as soon as possible following the activity. For example, in observing a role play, the teacher would establish criteria for the task, and at the end of the activity, provide feedback to students based on the observation of those criteria. The teacher may use a checklist or rating scale to assist in recording information.

Students in the Intensive Core French classroom normally sense a level of ownership with respect to many aspects of evaluation and should have a role to play in peer-evaluating or self-evaluating some presentations and group projects.

Interviews

Interviews are exchanges of information, usually a conversation. Formal interviews are used to assess Intensive Core French students at the end of the intensive period. It is also common to hold a formal interview late in the academic year, to assess overall progress in French. Informal interviews occur on a regular basis during class time. The teacher may also observe students as they interview each other. Interviews should be related to the topics studied and involve the use of known vocabulary and language.

Tests/Quizzes

A test or quiz incorporates several types of activities, such as listening and reading comprehension. Test items are presented in meaningful, communicative contexts, based on a theme. Items are based on the outcomes and the activities completed in class. Item types are

familiar to the students, with examples provided. Tests include listening and reading selections, matching, and multiple choice items. There is ample opportunity for students to respond to open-ended items or to express ideas and opinions in paragraph form.

Portfolios

A portfolio is a file of work samples, including projects, writing pieces, workbook pages, journal entries and audio or video recordings. Items may be kept in an exercise book, or the portfolio may be a folder or binder. A portfolio may be for a unit, for the Intensive Core French period, or the school year. If the portfolio is compiled over a long period students may select pieces they wish to include for the next year.

Portfolios allow teachers, parents and students to see, almost at a glance, the progress that the student has made over time.

Self- and Peer-Assessment

Self- and peer-assessment are important components of formative evaluation. Peer-assessment helps students develop a sense of community and responsibility. It gives learners a variety of responses to their work and, like self-assessment, provides the teacher with information on how activities might be improved. Peer-assessment is used to help assess group performance. For example, other students might select from a given list the aspect of a presentation they liked best (*gestes, vocabulaire, couleurs, dessins*). This encourages active listening and close observation by all students.

Self-assessment encourages students to:

- reflect on their learning
- identify what they have accomplished
- focus on areas needing improvement
- plan and organize to accomplish a task
- suggest changes to the project or instructional methodology

For self- and peer-assessment, students need 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 the task. For beginning students, rating scales may be a series of images, numbers, or one-word descriptions.

Using Rubrics

Rubrics

Rubrics give clear performance criteria and are used for scoring or rating student work. Rubrics benefit teachers, students and parents. For teachers, using rubrics leads to greater consistency and accuracy in assessment. Students benefit from understanding the expectations and receiving specific feedback on the task. Parents are able to closely monitor student progress.

Rubrics range from simple to complex. For example, checklists, rating scales, and scoring grids can be used as rubrics. Rubrics are often used with other assessment techniques. Students can be taught to effectively use various rubrics to evaluate their own work or that of their peers.

Resources on Evaluation

Further information on student evaluation is contained in the recommended resources and bibliography sections of this guide, as well as in the Department of Education publication:

The Evaluation of Students in the Classroom: A Handbook and Policy Guide (in press).

Recommended Resources

Start-up Kit

Carte de Terre-Neuve et du Labrador
Department of Education (LRDC)

Carte de Terre-Neuve et du Labrador
Teacher Resource Book
Department of Education (LRDC)

Bandes Dessinées & cassette
Aquila Communications
2642 Diab Street
St. Laurent, PQ
10 copies

Le français chez nous & cassette
Aquila Communications
2642 Diab Street
St. Laurent, PQ
10 copies

Les Histoires de Napoléon
The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9
10 copies

ELI Flip Poster 1 and 2
The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9

Matt Maxwell Cassette Series and Activity Books
Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Jacquot Cassette Series and Activity Books
Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Gregg Lerock Cassette Series

Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Ma famille

Tralco Educational Services Inc.
Lingo Fun
1030 Upper James St.
Suite 101
Hamilton, ON
L9C 6X6
activity pack

Les sports

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

Les animaux

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

Le Canada Eh!

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

Les provinces du Canada

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

L'hiver

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

La technologie

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity pack

Pot-Pourri 1, 2 and 3

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6
activity packs

Questiomania 1 and 2

Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Series of French Vocab Posters

Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Acti-Vie

Gage Educational Publishing Company
164 Commander Blvd.
Scarborough, ON
M1S 3C7

Chouette 1 and 2

Les éditions CEC inc.
8101, boul. Métropolitain Est,
Anjou, QC
H1J 1J9
6 copies

Aventures 1, 2 and 3

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8
6 copies

Entre Amis 1 and 2

Gage Educational Publishing Company
164 Commander Blvd.
Scarborough, ON
M1S 3C7
6 copies

Entre Amis 1 and 2

Gage Educational Publishing Company
164 Commander Blvd.
Scarborough, ON
M1S 3C7
magazine

A collection of Children's Literature from Scholastic

Les éditions scholastic - <http://www.scholastic.ca/editions>
123, Newkirk Rd.
Richmond Hill, ON
L4C 3G5

Additional Resources

A variety of resources complementing Intensive Core French should be available. Illustrated reading materials, music, puzzles, games, posters and labels help enrich the learning experiences.

Classroom libraries are encouraged. Reference works such as dictionaries are essential for students and teachers. Videos are available from the Department of Education or from other sources. As well, government and not-for-profit organizations offer posters, videos, and brochures. The following is a list of suggested resources.

Print

Lire davantage - mini pact 1,2,3

The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9

Spiralire

The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9

Collection Lire

Aquila Communications Ltd.
2642 Diab Street
St. Laurent, PQ

Série Jeunesse 1

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Série Jeunesse 2

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Châteaux canadiens/En Europe

Gage Educational Publishing Company
164 Commander Blvd.
Scarborough, ON
M1S 3C7

Alternative

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Série Aventure

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Collection Échos du Québec

Aquila Communications Ltd.
2642 Diab Street
St. Laurent, PQ

Collection Imagination

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Atlas des Animaux

The Resource Centre Les éditions scholastic
P.O. Box 190 123, Newkirk Rd.
Waterloo, ON Richmond Hill, ON
N2J 3Z9; L4C 3G5;

Les éditions héritage inc.
300, rue Arran
St. Laurent, QC
J4R 1K5

Atlas du Monde

Librairie Champlain
468 Queen St. E.
Toronto, ON
M5A 1T7

Mon Dictionnaire en Images

Les éditions CEC inc.
8101, boul. Métropolitain Est,
Anjou, QC
H1J 1J9

Provinces de l'Atlantique

Federal Maps Inc.; Nepean, Ont.
Reference # MCR0077F)

Audio Visual

Téléfrançais

The Provincial Information and Library Resources Board
Contact: Jewel Cousens jcousens@publib.nf.ca
Tel: 737-3807 Fax: 737-3958

Parole d'échange 1 & 2

The Provincial Information and Library Resources Board
Contact: Jewel Cousens jcousens@publib.nf.ca
Tel: 737-3807 Fax: 737-3958

Pour Tout Dire

The Provincial Information and Library Resources Board
Contact: Jewel Cousens jcousens@publib.nf.ca
Tel: 737-3807 Fax: 737-3958

J'aime écouter

The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9

Le hockey

The Resource Centre
 P.O. Box 190
 Waterloo, ON
 N2J 3Z9

Software*Encarta (French Version)*

Tralco-Lingo Fun
 1030 Upper James St, Ste 101
 Hamilton, ON
 L9C 6X6

Paris Par Souris

Tralco-Lingo Fun
 1030 Upper James St, Ste 101
 Hamilton, ON
 L9C 6X6

Internet sites

At the time of printing of this guide, these websites were checked for their educational content. Teachers are advised to visit each site to ensure that the sites are still available and appropriate before classroom use.

<http://www.cpf.nfld.net/>

Click on E-resources, then Students.

<http://www.bonjour.uk.org>

Several games and activities for learning French vocabulary thematically organized

<http://users.skynet.be/providence/vocabulaire/francais/menu.htm>

Vocabulary practice

<http://www.k12.nf.ca/awsb/page>

Learn how to make accented letters in any Windows program

<http://www.geocities.com/Paris/Bistro/7445/dbesite.htm>

Authentic resources on our country

<http://www.pch.gc.ca/offlangoff/francais/index.html>

Information on our two official languages

<http://www.pch.gc.ca/offlangoff/quiz/francais/index.htm>

A quiz on the official languages of Canada

<http://www.nlc-bnc.ca/8/11/r11-201-f.html>

The lyrics of Canada's national anthem

<http://www.geocities.com/Paris/LeftBank/3852/cooplearn.html>

Various activities and sites related to
Christmas, Easter, Valentine's Day, Halloween, Mother's
Day and Father's Day

<http://www.valsfrench.fsnet.co.uk>

Val's French Games
Thematically organized games for learning vocabulary

<http://web.ukonline.co.uk/canonave/ks3/index1.htm>

Thematically organized games for learning vocabulary

<http://www.caslt.org>

Activities incorporating technology into the French Second
Language Curriculum

<http://www.L2ed.com>

Thematic activities

Activity Packages

Variety of packages from Tralco and Poster Pals

Tout Sur Moi

S&S Learning
15 Dairy Ave.
Napanee, ON
K7R 1M4

Fun Plays

Matt & Wendy Maxwell
Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6

Les Animaux de la ferme

S & S Learning
15 Dairy Ave.
Napanee, ON
K7R 1M4

Le Calendrier

Pearson Education Canada
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

Les Joyeux ordinateurs

Aquila Communications Ltd.
2642 Diab Street
St. Laurent, PQ

Carnaval du Québec

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6

Think Kits

Poster Pals
P.O. Box 487
Smithville, ON
L0R 2A0

Smart Start French

Tralco-Lingo Fun
1030 Upper James St, Ste 101
Hamilton, ON
L9C 6X6

Mots croisés pour les débutants

The Resource Centre
P.O. Box 190
Waterloo, ON
N2J 3Z9

Le journal des jeunes

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

Literature*Premiers romans*

Les éditions de la courte échelle inc.
5243, boul. Saint-Laurent
Montréal, QC
H2T 1S4

ex. *Ne touchez pas à ma babouche*
Trois punaises contre deux géants

Children's Literature

Les éditions scholastic
123, Newkirk Rd.
Richmond Hill, ON
L4C 3G5

ex. *Quelle belle fête*
C'est moi qui mène
Souris, tu veux un biscuit?
La Sorcière qui avait peur
La grosse patate
Un prof extra
J'ai invité un Brontosauve au déjeuner

Littérature Jeunesse

Les éditions héritage inc.
300, rue Arran
Saint-Laurent, QC
J4R 1K5

Série Dinomir 1, 2, 3

Éditions Hurtubise HMH
1815, avenue De Lorimier
Montréal, QC
H2K 3W6

Mary Glasgow Magazines

Les éditions scholastic
123, Newkirk Rd.
Richmond Hill, ON
L4C 3G5

Hibou (Scholastic Magazine)

Ex. *Allons-Y; Bonjour; Ça va*

Collection millefeuilles

Modulo Éditeur inc.
233, avenue Dunbar, bureau 300
Mont-Royal (Québec)
H3P 2H4

Teacher References

L'apprentissage intensif du français: Rapport final
Joan Netten and Claude Germain ; 2002

Intensive Core French Activity Report
various related articles on Intensive Core French
Joan Netten and Claude Germain ; March 2000

Audio-Visual Library
video collections of the Department of Education and the
National Film Board
Contact: Jewel Cousens jcouzens@publib.nf.ca
Tel: 737-3807 Fax: 737-3958

La coopération au fil des jours
co-operative learning activities
Jim Howden and Huguette Martin
Chenelière/McGraw Hill
7001, boul. Saint-Laurent
Montréal, QC
H2S 3E3

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

Mosaic - A Journal for Language Teachers
published four times per year
Éditions Soleil Publishing Inc. (Welland, Ontario)
P.O. Box 847
Welland, ON
L3B 5Y5

Réflexions
The Journal of the Canadian Association of Second Language
Teachers (CASLT)
Nepean, Ontario
<http://www.caslt.org>

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

Appendix A

CURRICULUM OUTCOMES (Key stage - Grade 6)

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

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

- cope in a classroom where French is the language spoken
- participate in classroom routines conducted in French:
 - using phrases and expressions that are useful in many different situations (e.g., asking for repetition, clarification, position, direction)
- share personal information by using partial sentences, and by asking and answering simple questions
- identify and describe objects, animals, people, events, and places that are part of their environment
- make simple requests (e.g., ask questions related to time, family)
- share their tastes, preferences, interests and feelings
- use gestures, appropriate tone of voice and rhythm of speech in developing fluency
- use brief, simple sentences to express facts, emotions and ideas about pictures, common life experiences, as well as short oral and written texts:
 - using learned vocabulary
 - emphasizing ideas in the present tense
 - orally and in written form
 - following a model
- respond personally to creative works through song, mime, drawing and drama
- read a variety of classroom resources independently for information and pleasure (e.g., bilingual dictionaries, brochures, telephone directory, menus, etc.)
- read to identify the main ideas and supporting details in simple texts containing familiar and unfamiliar vocabulary
- read orally with good pronunciation and intonation short passages of previously learned vocabulary and structures
- use literary forms to reflect creatively upon personal experience (e.g., songs, comptines)

CURRICULUM OUTCOMES (Key stage - Grade 6)

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

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

- demonstrate an awareness of the daily life, institutions and the arts in French Canada and other francophone regions of the world. For example, they will know:
 - that English and French are Canada's two official languages
 - that there is a French-speaking population in Newfoundland and Labrador
 - that French-speaking children play games and like many things that English-speaking children like
 - that French is present in our daily lives (labels, TV, etc.)
 - that French-speaking people have their own newspapers, magazines, TV and radio channels and movies
- identify elements of their own cultural background (e.g., list celebrations important to their families)
- identify elements of francophone cultures which are different from their own (e.g., prepare and eat French breakfast, celebrate feast days as well as birthdays)
- demonstrate awareness of the French cultural heritage of Newfoundland and Labrador
- demonstrate an awareness of Canada's cultural mosaic
- identify benefits of speaking more than one language

CURRICULUM OUTCOMES (Key stage - Grade 6)

GENERAL LANGUAGE EDUCATION: *Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations in English as well as in French.*

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

- apply prior knowledge of how their own language works such as:
 - recognizing cognates and root word families
 - guessing meaning from contextual, visual, non-verbal clues
 - tolerating ambiguity of meaning when unable to fully understand the meaning
- use textual clues to anticipate and understand a text (for example, pictures, graphic representations, page layout, listening to key words and context)
- view and read selectively focusing on key information on familiar topics
- distinguish sound and language patterns that convey the speaker's intention and meaning (e.g., ending of past, present and future tenses) in controlled situations
- recognize the importance of their role in the learning process and their responsibilities toward others, for example, by cooperation, interaction, reflecting on what is being taught, risk taking
- begin to adapt writing to audience (e.g., writing a post card, a friendly note)
- participate in group process of generating ideas for writing when given extensive support
- use a variety of tools, for example, dictionaries and technology, to create texts
- engage in self-evaluation

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

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

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

- describe events and experiences in logical progression (e.g., discuss current events, write journal)
- ask for information, assistance, and service
- communicate needs, desires and emotions
- adapt vocabulary, sentence structures and rate of speech to suit the audience and purpose
- interact effectively and with some spontaneity, in French, in common life situations (e.g., job interview, witness to an accident):
 - using a range of vocabulary
 - in past, present and future tenses
 - orally and in written form
- use the stages of the writing process to produce writing of high quality, drawing from a variety of resources (e.g., dictionaries, models, grammar texts)

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

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

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

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

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

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

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

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

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

- Identify the importance of French as an official language and the contribution of francophones to Canada's national heritage. For example, they will:
 - identify similarities between their daily lives and those of their French-speaking peers
 - recognize common stereotypes
 - identify prominent French-speaking Canadians and their accomplishments
- identify and share own family, school, community customs and behavioural patterns (e.g., present photo reports, interview senior citizens in community and present a short report)
- identify some similarities and differences between their own customs and behavioural patterns and those of francophone cultures (e.g., compare a typical holiday dinner menu from Quebec and one from their own home)
- provide examples of how French language materials reflect francophone cultures (e.g., read a series of magazine advertisements and identify similarities and differences in content and language use)
- provide examples of cultural idiom and nuance in spoken French (e.g., list common expressions, such as *j'ai un chat dans la gorge*), and role play situations in which such expressions might be used appropriately; keep a personal dictionary of idiomatic expressions
- demonstrate an awareness of major news events in French-speaking regions or countries of the world as reported in the print or electronic media
- demonstrate some understanding of the use of social conventions in English as well as French (e.g., contrast between colloquial and formal speech; differences between spoken and written language)
- develop an awareness of the multicultural nature of present-day Canada

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

- describe changes in behavioural norms that are appropriate to adopt when visiting a francophone culture (e.g., role play a cultural faux pas in their community)
- examine their own family, school or community customs

and behavioural patterns and discuss similarities and differences when compared to francophone cultures (e.g., read a French magazine survey about teen views on dating and compare these views to their own)

- assess the behavioural patterns and values that define their own culture and analyse how these patterns and values influence the way they personally view the world (e.g., analyse the status symbols and celebrity role models, discuss the impact of the media on popular youth culture)
- identify countries and regions where the French language is spoken and describe a variety of contributions of individuals from these countries and regions to Canada and the world

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

- apply additional strategies, mostly at the receptive level such as:
 - recognizing known French in new and unfamiliar contexts
 - using gesture, writing, visual clues and occasionally English words to cope with unknown expressions and avoid breakdown of communication
- in addition to previous strategies students negotiate meaning by using questions and synonyms in French in order to clarify meaning
- identify useful patterns in pronunciation, spelling, structure of phrases, questioning techniques that unlock the code of the French language
- demonstrate understanding of key messages and supporting details in simple media texts on familiar and new topics and produce simple media texts
- distinguish sounds and language patterns that convey the intention and meaning in oral texts delivered by a variety of speakers in familiar situations
- use all available cues as well as personal experience to make sense of short oral and written texts on a variety of topics
- communicate using a variety of verbal (e.g., ask questions, rephrase statements) and non-verbal strategies (e.g., gestures), even at the risk of error
- generate ideas and organize information in a variety of forms alone or in groups
- make revisions to written texts (e.g., clarifying content, changing paragraph structure, etc.) using the stages of the writing process

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

- compare conventions of the English language (e.g., word order, verb tenses, gender) with parallel conventions in the French language
- use previously acquired language learning techniques and strategies to expand their knowledge of French (e.g., cognates, prefixes, suffixes, word families, synonyms)
- use reference materials with increasing skill (e.g., unilingual dictionaries, grammar references)

- explore the production process (e.g., operate simple equipment, participate actively in a group production)
- demonstrate understanding of the writing process: pre-writing, drafting, revising, editing and publishing

Appendix B

Curriculum Compacting: Intensive Core French

Intensive Core French

Intensive Core French is an enhanced form of Core French in which students receive three to four times the number of hours usually devoted to Core French at the grade six level.

Intensive Core French is not French Immersion. Like French Immersion programs, the target language is used as the means of communication in the classroom. However, while French Immersion focuses on the learning of subject matter (content), Intensive Core French focuses on language learning. Any learning of content in Intensive Core French is incidental.

In order to accommodate Intensive Core French, the school year is reorganized. The intensive period is scheduled between September and January with students completing part of the prescribed program, and in February to June students complete the remainder of the prescribed Grade 6 curriculum.

The amount of time that students spend in the intensive setting may vary from 60% to 80% of the school day. It follows that if students are spending an increased amount of time studying French, the amount of time spent in other subject areas must be decreased. Therefore other prescribed curriculum areas at Grade 6 are compacted to enable students to achieve the outcomes of all prescribed Grade 6 subject areas.

Curriculum Compacting

Curriculum Compacting is a process of reorganizing the prescribed curriculum to provide time for enrichment and acceleration activities while ensuring the attainment of the prescribed outcomes of the curriculum at the grade level.

Curriculum compacting is not a new concept. It is used in developing programs based on individual student needs, especially in the area of teaching the exceptionally able. It is often used by teachers in a less formal way in planning for instruction when they make a judicious selection of learning activities in order to meet program requirements.

This short paper discusses administrative issues related to curriculum compacting for Intensive Core French. It provides guidance to teachers and administrators on the process of curriculum compacting and strategies for the effective implementation of curriculum compacting.

Sample timetables are also provided.

Administrative Issues in Curriculum Compacting

The successful implementation of an Intensive Core French program requires planning and organization. It involves two main components: a modification of the schedule and a reorganization of the prescribed curriculum.

The challenge to administrators implementing Intensive Core French is to ensure the attainment of the prescribed outcomes for Grade 6. This is accomplished by a significant reorganization of the curriculum. The prescribed curriculum is compacted to accommodate additional time allocated in French.

Time allocated to Intensive Core French

The percentage of the school day devoted to Intensive French is an important factor in curriculum compacting since it determines how much compacting may be required. It is generally accepted that a minimum allocation of sixty percent is required to realize the benefits of Intensive Core French. The organization of Intensive French is dependant on a number of factors including scheduling, teacher availability and expertise, parental interest, and school level support.

The inclusion of Intensive Core French in a school program builds on and enhances a well-established Core French program. Its implementation must not have a detrimental effect on the Core French program available to most students in a school.

Subjects to be Compacted

The choice of subjects to be compacted varies from school to school. Many and varied factors are considered in the process of curriculum compacting. One is the relative importance of a course of study as perceived by the teachers, students, and parents.

Another factor is the similarity or overlap of outcomes between subjects. Subjects that have similar or overlapping outcomes are usually excellent candidates for compacting. Specialist areas such as music and physical education have elements which make them difficult to compact.

Extra work for students

In addition to curriculum compacting, additional work may be required of students in order to achieve the outcomes of the prescribed curriculum. Administrators and teachers must decide what and how much extra work students can be expected to do.

Parental Interest

Parental support is very important in the success of an Intensive Core French program. Parents may have very definite opinions on

organizational issues related to curriculum. They have a role in deciding how much extra work can be expected and they play a definite role in ensuring that work is completed.

Skills in English

An important concern in the implementation of an Intensive Core French program is the development of skills in English. While students are involved in Intensive Core French, they spend considerably less time studying in English. The fear is that such time away from reading, writing and speaking in their first language may result in a lag in the development of skills in English.

French and English share many skills or cognitive processes learned in Intensive French. For example, in French students learn to use such processes as sequencing, drawing inferences and generalizing from examples etc. Such strategies are used in English as well. Constructing paragraphs, writing using the writing process, or understanding rhyme scheme in poetry can be taught in French and used in English.

Administrators should view the implementation of Intensive Core French as a total language arts experience with concepts being taught in English or French, but used in both languages.

Staffing

Subject teaching at the grade 6 level is an important consideration in curriculum compacting. It is advisable to have as few teachers as possible involved in the delivery of the Grade 6 curriculum. The ideal would be to have a single teacher teaching Intensive Core French from September to January and the remainder of the prescribed Grade 6 curriculum from February to June. In this way, the teacher would have a clear understanding of the outcomes covered in all subject areas and this would facilitate the curriculum compacting.

Teachers involved in curriculum compacting must have an in-depth knowledge of the elementary curriculum and more specifically, the Grade 6 curriculum, the prescribed outcomes and the learning resources. They must also know how to do curriculum compacting. Administrators need to understand curriculum compacting and the recommended process.

Transfer

Although the focus of Intensive Core French is language development, language is learned in context. In other words, in order to use the French language, students must be involved in situations significant to them in which they have to use the language.

The Intensive Core French program is presented through a series of

themes. Through these themes students incidentally learn content from other subjects in the prescribed program. Students bring this incidental knowledge to their other subjects, thus reducing the effort required to learn it. For example, a theme in Intensive Core French is travel. Students gather information about Canada, its geography, its history etc. This knowledge is directly applicable to the prescribed curriculum of Grade 6 Social Studies, thus facilitating the achievement of Social Studies outcomes.

Long Term Planning

Curriculum compacting requires long-term planning to ensure that the outcomes of the prescribed curriculum are met. This is an accountability issue for teachers and administrators so it is very important that curriculum compacting be done in an organized, systematic manner prior to the implementation of the Intensive Core French program.

Guiding Principles

The following principles of curriculum compacting are intended to guide the implementation of an Intensive Core French program in schools.

- Intensive Core French is an enhancement of the regular Core French. Its implementation should not result in less time being allocated to the regular Core French program at Grade 6 and at all other levels.
- Both Core French and Intensive Core French are important second language options. Administrators should promote learning in both Core French and Intensive Core French.
- The school staff, parents and students play a major role in the success of Intensive Core French. They must be implicated in the decision-making process from the start. Administrators should provide information sessions for parents and students on Intensive Core French and the local school council should have a role in the decisions regarding implementation of this option.
- Instructional time in Intensive Core French determines the amount of compacting of the prescribed Grade 6 curriculum. Instructional time should be set before beginning the compacting process.
- Staffing is an important consideration in Intensive Core French. Schools should ensure they respect the minimum allocation of 60% and maintain current levels of instruction in Core French.

- The ideal in Intensive Core French is a single teacher delivering the Grade 6 curriculum. This will greatly facilitate curriculum compacting. In the case of more than one teacher, it is important that curriculum compacting be done collaboratively.
- Professional development is an essential part of the successful implementation of Intensive Core French. Administrators should support professional development opportunities for Intensive Core French teachers.
- The choice of subjects to be compacted should be a joint decision involving teachers and parents. The school system and parents place a very high importance on student achievement in particular subjects. Mathematics and specialist areas such as Music and Physical Education, because of their outcomes, lend themselves less well to compacting.
- Transfer of language arts skills learned in French enables compacting of English Language Arts. An independent reading program, such as a novel study, as well as journal writing in English, during the Intensive French period, helps keep students focused on English Language skills and helps achieve English Language Arts outcomes. Extra work should be limited to the independent reading program. To gain the maximum benefits of the intensive experience, students need to focus on the Intensive Core French program.
- Curriculum compacting is an essential component of Intensive Core French. The integrity of the prescribed Grade 6 curriculum must be respected.
- Compacting should be done in a formal and systematic manner prior to the commencement of Intensive Core French. Teachers responsible for curriculum compacting should have an in-depth knowledge of the entire Grade 6 English program as well as the Intensive Core French program. They should use provincial curriculum guides, authorized teacher guides and manuals for specific subject areas. Periodic meetings should be held throughout the year to assess progress and monitor or modify compacting plans.
- Curriculum compacting anticipates thematic linkages and complementary or similar outcomes. Teachers should organize cross-curricular thematic units whenever possible. This should facilitate compacting and ensure the attainment

of prescribed outcomes.

- Students are knowledgeable, have skills and know how. They bring life experiences, prior knowledge, cognitive processes, and factual content to Intensive Core French. In compacting the curriculum, teachers should build their instructional plans to capitalize on these attributes.
- Formal and informal assessments provide useful information to teachers when they are teaching compacted courses.

In the curriculum compacting process each subject in the prescribed Grade 6 curriculum is analysed with respect to the attainment of outcomes. This analysis enables teachers to make instructional decisions to ensure students have the opportunities necessary to attain the prescribed outcomes.

The Curriculum Compacting Process

Three types of curriculum compacting are identified:

- skills compacting (e.g. language arts skills such as spelling, paragraph development, writing process etc.)
- cognitive processes compacting (e.g. comparing, contrasting, drawing inferences, problem solving, analyzing etc.)
- content compacting (e.g. content information in science, social studies, literature etc.)

The following steps are recommended to a teacher or a team of teachers in curriculum compacting:

- Analyze the outcomes of all prescribed Grade 6 curriculum areas.
- Identify linkages and areas of overlap across subject areas.
- Choose a subject area.
- Start with an instructional unit.
- Analyze the outcomes of the unit.
- Answer the following questions:
 - What is important in this unit?
 - Which outcomes for this unit link to other units or

-
- courses?
 - What do students know or are able to do? (Some pre-testing may be necessary.)
 - What new learning is required?
 - Which activities are likely to achieve the outcomes or develop the skills?
 - Which activities can be omitted?
 - What activities meet outcomes in two subjects or more?
- Repeat this procedure for each subject area to be compacted.
 - Keep written records of your plans.
 - Re-visit and re-evaluate the plans periodically to assess progress and to make necessary modifications.

Compacting should be a formal process and result in plans to ensure attainment of the outcomes of the prescribed Grade 6 program. These plans may evolve and be refined over time, to address specific situations. Generally, they provide assurance to parents that participation in Intensive Core French is well planned and is likely to be a positive, worthwhile part of their children's schooling.

Sample Timetables

Following are two sample timetables for the implementation of Intensive Core French. The first reflects an allocation of approximately 60% of time to Intensive Core French from September to January and the second reflects an allocation of 80% of class time.

Sample 1

Percentage of Class Time Per Subject Area

Subject	September - January	February - June
French	60%	10%
Mathematics	13%	17%
Health	3%	5%
Religion	3%	4%
Science	6%	10%
Social Studies	5%	8%
Music	6%	6%
Physical Education	4%	4%
Art	0%	6%
Language Arts	0%	30%

Notes:

- In the above example, students receive approximately 330 hours of French instruction in the school year.
- Although no class time is allocated to English Language Arts in September to January, students read several novels in English and write book reports. This is done independently.

Sample 2**Percentage of Class Time per Subject Area**

Subject	September - January	February - June
French	80%	10%
Mathematics	14%	18%
Music	3%	9%
Physical Education	3%	3%
Art	0%	5%
Health	0%	5%
Language Arts	0%	26%
Religion	0%	8%
Science	0%	8%
Social Studies	0%	8%

Notes:

- During the period from September to January students read 4 - 6 English novels, on their own time, and submit book reports on each, as part of English Language Arts.
- Students receive 418 hours of French instruction over the school year.

Actual percentages in a school are contingent on a number of factors including scheduling, staffing, parental support, and related organizational factors. The instructional time allocations outlined in the Program of Studies, published by the Department of Education, are an essential guide in scheduling.

Conclusion

Curriculum compacting requires work and planning by teachers; however, it pays big dividends. It is a valuable process that teachers can apply in their daily instruction, regardless of subject area or grade level. It helps them see the curriculum as a single entity, as opposed to compartmentalized subjects, and to focus on outcomes rather than learning resources. Emphasis is on achieving outcomes.



Intensive Core French - A Curriculum Guide