

# Elementary Core French

## *Grades 5 and 6*



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

*A Curriculum Guide*  
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## **To the teacher**

This is an outcomes-oriented curriculum and students must have learning experiences which enable them to attain the outcomes of the curriculum for grades 5 and 6 as set out on pages 14 - 39 of this guide.

In your teaching, use any learning resources including the authorized resources, Acti-Vie 1, 2 and 3 to assist students in the attainment of the specific curriculum outcomes.

## Rationale

Being able to communicate in both French and English, Canada's official languages, is a desirable outcome for students in Newfoundland and Labrador. Learning French as a second language and learning about francophones promotes an awareness of linguistic and cultural diversity fostering an openness toward others, essential for full participation in today's bilingual, multicultural Canada and in the larger global 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. Second language education is an integral part of worldwide school programs.

In Newfoundland and Labrador, most 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: elementary (Grades 4, 5 and 6); intermediate (Grades 7, 8 and 9) and senior high (French 2200, 3200, 3201).

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

*Elementary Core French: A Curriculum Guide & 6* is available online at [www.gov.nf.ca/edu/sp/elem\\_corefrench.htm](http://www.gov.nf.ca/edu/sp/elem_corefrench.htm). The online version provides access to additional information through online links.

## Overview

In Newfoundland and Labrador, Grade 4 is the entry point to the authorized Core French program and the beginning of French second language instruction for most students. The program is an introductory one. Instructional time is devoted primarily to oral language development with secondary emphasis on reading and writing. With an emphasis on communication, learners engage in experiences that help them explore relevant, interesting themes including: 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, there is continued consolidation and growth of student knowledge and skills as students prepare for the transition to the intermediate program. Throughout the elementary grades, 80% of the program is devoted to oral communication and 20% to written communication.

## 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, speaking, reading, writing, viewing.

Program - the prescribed provincial curriculum set out in this guide. The term, learning resources, refers to the authorized learning resources for Grades 5 R U6.

## Essential Graduation Learnings and Core French

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

### Aesthetic Expression

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

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

### Citizenship

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

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

### Communication

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

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

### Personal Development

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



Learning a language is a social activity that develops personal and interpersonal skills. The Core French program is based on the interests and experiences of learners. It promotes responsible decision-making, healthy lifestyles, and intellectual curiosity.

### **Problem Solving**

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

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

### **Technological Competence**

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

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

### **Spiritual and Moral Development**

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

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

## Outcomes - Oriented Approach

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

Curriculum outcomes articulate what students are expected to know, value and be able to do. They inform teachers, parents and students. Outcomes assist educators in determining the resources and instructional strategies to respond to learner needs, and they provide a framework to monitor student progress and achievement. Keystage outcomes for Core French for grade 6, grade 9 and senior high are included in Appendix A.

### Outcomes and Language Learning

Language learning is a process. For this reason, outcomes may overlap from 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 degree of difficulty, and the nature of the task. Over time, students focus on expanding and refining their proficiency and competence. Concepts and outcomes introduced at the elementary level are further developed in the intermediate and high school years.

## Program Design

In Core French 4 - 6, outcomes are organized around strands:

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

### Communication

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

**Culture**

Students need to explore the relationship between language and culture, both in their own lives and in the lives of francophone groups in Newfoundland and Labrador, Canada and around the world. In the elementary grades, students explore aspects of culture in 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 Elementary 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, identified in the National Core French Study (1990), enable students to link learning a second language with other aspects of their lives as students.

**Program Content**

The Elementary Core French program includes:

- friends, family, self;
- hobbies, interests, sports, adventures;
- school, community;
- holidays, celebrations, calendar;
- health, food, nutrition;
- music, arts, technology;
- animals, pets, nature, environment, weather, seasons.

These topics are presented in a thematic approach. High frequency items including numbers, classroom expressions, colours, and greetings are incorporated into the routine management and daily activities of the classroom.

## Curriculum Outcomes - Grades 4 - 6 : Overview

### General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes <i>By the end of Grade 4, students will be expected to:</i>	Specific Curriculum Outcomes <i>By the end of Grade 5, students will be expected to:</i>	Specific Curriculum Outcomes <i>By the end of Grade 6, students will be expected to:</i>
4.1 ask and respond to questions using a model	5.1 ask and respond to questions, sometimes using a model	6.1 ask and respond to questions
4.2 present oral and written texts, using a model	5.2 present oral and written texts, using a model	6.2 develop, with support, simple oral and written texts
4.3 participate in classroom routines in French (make requests; carry out commands)	5.3 participate in classroom routines in French	6.3 participate in classroom routines in French
4.4 state likes and dislikes	5.4 express, with support, emotions and opinions	6.4 express, with support, emotions and opinions
4.5 identify people, places, animals, objects and events	5.5 describe, with support, people, places, animals, objects and events	6.5 describe, with support, people, places, animals, objects and events

### Acquiring Information

4.6 identify the main idea of simple texts	5.6 identify the main idea of simple texts	6.6 identify the main idea and several supporting details of simple texts
4.7 extract specific information from a variety of texts	5.7 extract specific information from a variety of texts	6.7 extract specific information from a variety of texts
4.8 read, with support, simple texts (i.e. labels, short illustrated readers)	5.8 read, with support, simple texts (i.e. labels, short illustrated readers)	6.8 read texts independently (i.e. short illustrated readers, posters)

### Experiencing Creative Works

4.9 participate in forms of creative expression such as games, role play, music, and art	5.9 participate in forms of creative expression such as games, role play, music, and art	6.9 participate in forms of creative expression such as games, role play, music, art, and poems
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## Curriculum Outcomes - Grades 4 - 6 : Overview

### General Curriculum Outcome - Culture

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.

<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 4, students will be expected to:</i>	<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 5, students will be expected to:</i>	<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 6, students will be expected to:</i>
4.1 recognize the presence of French in their daily lives (ie signs and labels; radio and television channels; newspapers)	5.1 recite (sing, perform) well-known French songs and rhymes	6.1 recite (sing) Canada's national anthem in French
4.2 identify similarities between their daily activities and those of francophone children	5.2 identify similarities and differences between their own lives and those of francophone children	6.2 identify similarities and differences between their own lives and those of francophone children
4.3 identify Canada's official languages	5.3 recognize that there is a francophone population in Newfoundland and Labrador	6.3 recognize that Canada is a multicultural country
4.4 identify common world languages, including French and English	5.4 identify place names of French origin in Newfoundland and Labrador	6.4 identify the benefits of speaking more than one language
	5.5 identify francophone regions that border Newfoundland and Labrador	6.5 identify major francophone areas in Canada

## Curriculum Outcomes - Grades 4 - 6 : Overview

### General Curriculum Outcome - General Language Education

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

<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 4, students will be expected to:</i>	<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 5, students will be expected to:</i>	<b>Specific Curriculum Outcomes</b> <i>By the end of Grade 6, students will be expected to:</i>
4.1 use visual and verbal cues to help with communication	5.1 use visual and verbal cues to help with communication	6.1 use clues, including visual and verbal cues, key words, cognates and word families to help with communication
4.2 take risks and accept errors as part of the learning process	5.2 take risks and accept errors as part of the learning process	6.2 take risks and accept errors as part of the learning process
4.3 use appropriate supports, including textual clues, to accomplish a task (i.e. glossary, word list, pictures, titles)	5.3 use appropriate supports, including textual clues, to accomplish a task (i.e. picture dictionary, page layout)	6.3 use appropriate supports, including textual clues, to accomplish a task (i.e. website, graphs)
4.4 pronounce known vocabulary and statements	5.4 identify the sounds of the French language (sound symbol correlation)	6.4 identify the sounds of the French language (sound symbol correlation)
4.5 complete a self-evaluation checklist	5.5 complete a self-evaluation checklist	6.5 engage in self-evaluation
4.6 follow oral and written instructions, using a model	5.6 follow oral and written instructions, using a model	6.6 follow oral and written instructions, using a model
		6.7 organize to accomplish a task



## **Curriculum Outcomes - Grade 5**



### General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of Grade 5, students will be expected to:</i></p>	
<p>5.1 ask and respond to questions, sometimes using a model</p>	<p>Organize students to work in pairs to ask and answer questions. Provide visuals, word lists, game cards, and other resources as appropriate.</p>
<p>5.2 present oral and written texts using a model</p>	<p>Have students listen to, view or read a text several times; then follow the model to adapt and present a similar, but personalized, text.</p>
<p>5.3 participate in classroom routines in French</p>	<p>Continue to provide models for classroom language including instructions, objects, and routines.</p>
<p>5.4 express, with support, emotions and opinions</p>	<p>Organize students to work in pairs or small groups to share an opinion on a theme-related topic such as <i>mon sport préféré</i>. Provide support through word lists, models and visuals. Ask each student or group to collate the findings and prepare a graph or chart of class results.</p>
<p>5.5 describe, with support, people, places, animals, objects and events</p>	<p>Provide supports such as visuals, word lists, or models to help students describe common objects and events introduced through the themes.</p>
	<p>Have students prepare a personal journal entry (2-3 lines, following a model) on topics such as <i>Ma maison, Mon animal préféré, Mon école</i>.</p>

## General Curriculum Outcome - Communication

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

Assessment	Resources
<p>Use a checklist or rating scale to record teacher observations. Have students complete self-assessment and peer assessment activities. Interview students individually or in small groups; record observations using a rubric.</p>	<p>Acti-Vie 2</p>
<p>Record the assessment of student presentations, using established criteria.</p>	<p>Posters</p>
<p>Prepare audio or video recordings. Include the completed texts in the student's portfolio.</p>	<p>Acti-Vie 2</p>
<p>Record teacher observations of student performance. Have students complete self-assessment or peer-assessment activities.</p>	<p>Acti-Vie 2</p>
<p>Use prepared rubrics to assess student presentations and activities.</p>	<p>Acti-Vie 2</p>
<p>Note responses to comprehension items such as <i>vrai/faux</i>, multiple choice and matching. Organize oral and written presentations, following a model, and record student performance.</p>	<p>Acti-Vie 2</p>
<p>Read and respond to student journal entries.</p>	

## General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of Grade 5, students will be expected to:</i></p>	
<p><b>Acquiring Information</b></p>	
<p>5.6 identify the main idea of simple texts</p>	<p>Plan frequent opportunities for students to listen to, view and read texts related to each topic. Guide students to identify some supporting detail in addition to the main idea.</p>
<p>5.7 extract specific information from a variety of texts</p>	<p>Organize projects that ask students to extract information in order to complete a task. Examples include preparing a special occasion card using authentic examples, or preparing a map or chart of a town following a model. Play audio selections and provide related activities for student completion.</p>
<p>5.8 read texts independently (i.e. menus, short illustrated readers)</p>	<p>Read frequently to students and provide additional language models, such as audio recordings. Highlight learning strategies by drawing attention to features such as headings, pictures, table of contents and word lists. Explore pronunciation and intonation strategies. Provide students a choice of selections that can be read independently, both in class and at home.</p>
<p><b>Experiencing Creative Works</b></p>	
<p>5.9 participate in forms of creative expression such as games, role play, music and art</p>	<p>Introduce students to songs, games and music popular with francophone children (often similar to their own). Working in groups, assign students a selection to read, dramatize or illustrate. Creative expression also includes drawing, painting, mime, cartoons, riddles, poems and stories.</p> <p>Keep a portfolio of creative works to which students have been introduced during the theme, term or year. Have students present favourites from the collection to the class.</p>

## General Curriculum Outcome - Communication

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

### Assessment

Have students complete comprehension items: multiple choice, sentence fill-ins, oral questions; record the results.

Use established criteria to assess student projects; record teacher observations.

Collect work book pages or similar tasks.

Record students' oral readings.

Have students complete short book reviews following a template; publish book reports.

Record teacher observations of student presentations and projects; organize a portfolio.

Extension: Display projects for students, parents, and teachers.

### Resources

Acti-Vie 2  
Wall charts of questions

Acti-Vie 2

Acti-Vie 2  
*Les histoires de Napoléon*  
*Série Aventure*  
*Le Français Chez Nous*  
*Lire davantage*  
*Collection Imagination*

Acti-Vie 2  
Matt Maxwell  
*Comment ça va?*  
*Le loup du Nord*  
*Quand tu seras grand*  
*Série Aventure*  
*Les histoires de Napoléon*  
*On chante, on danse, on bouge avec*  
*Jacquot (Vidéo)*

## 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	Teaching Suggestions
<p><i>By the end of Grade 5, students will be expected to:</i></p>	
<p>5.1 recite, sing, or perform well-known French songs and rhymes</p>	<p>Introduce and incorporate songs, poems and other authentic texts in each theme or topic.</p>
<p>5.2 identify similarities and differences between their own lives and those of francophone children</p>	<p>Highlight similarities and differences in holidays, celebrations, games and daily routines. Help students prepare a chart emphasizing similarities in aspects such as hobbies and interests.</p>
<p>5.3 recognize that there is a francophone population in Newfoundland and Labrador</p>	<p>Organize information on communities in Newfoundland and Labrador where French is spoken, the French-Newfoundland flag, newspaper, and related material. This may be presented through learning centres. For example, students might make <i>le drapeau franco-terreneuvien</i> or create a collage.</p>
<p>5.4 identify place names of French origin in Newfoundland and Labrador</p>	<p>Help students locate French place names, given a map of Newfoundland and Labrador and a list of names. As expansion, ask students to research the meaning of the name, to draw a picture to illustrate the meaning, or discuss why there are clusters of names in certain areas. Organize a matching game using the map and place names.</p>
<p>5.5 locate francophone regions close to Newfoundland and Labrador</p>	<p>Introduce students to a region that is relevant to their own community. (The province of Newfoundland and Labrador is located close to several regions: Saint-Pierre-et- Miquelon, Québec, New-Brunswick.) For example, a school in the Burin area might begin with St. Pierre, while one on the Northern Peninsula might identify the Québec North Shore. Provide materials for students to prepare a simple map, chart or collage showing the regions. This is not to be a detailed study; the intent is to heighten students' awareness of French as a first language.</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

Arrange opportunities for students to present to audiences such as primary classes or parents.

Record teacher observations of student oral participation.

Record teacher observations of completed projects.

Record teacher observations of student charts, flags, diagrams or similar projects.

Have students complete a word puzzle of French place names; include completed material, such as maps and puzzles, in the student's portfolio.

Create a display of projects; record teacher observations.  
Have students complete a self-assessment checklist.

### Resources

Acti-Vie 2

Acti-Vie 2

Videos

<http://www.momes.net>

*Le drapeau franco-terreneuvien*

*Le Gaboteur*

<http://journaux.apf.ca/legaboteur>

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

Maps of Newfoundland and Labrador

*Carte de Terre-Neuve et du Labrador*

(Map and teacher resource book; Department of Education, 1984)

*Provinces de l'Atlantique* - map of Atlantic Canada

<http://franco.ca/atlas/francophone/français>

Maps of Saint-Pierre-et-Miquelon

Travel brochures

<http://www.cybevasion.com/map/france/saint-pierre-et-miquelon.html>

### General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of Grade 5, students will be expected to:</i></p>	
<p>5.1 use visual and verbal cues to help with communication</p>	<p>Assist students by demonstrating the use of picture and verbal cues in comprehension. Model the strategy by focusing students' attention on visual cues such as photos, illustrations, gestures and facial expressions; text features such as headings, titles, and intonation.</p>
<p>5.2 take risks and accept errors as part of the learning process</p>	<p>Encourage students to take risks by promoting prediction as part of intelligent guessing, and by accepting errors as a natural part of learning. When necessary, correct errors in a positive manner and at an appropriate time. Many errors that occur at the beginning of a unit will be corrected through use by the end of the theme.</p>
<p>5.3 use appropriate supports, including textual clues, to accomplish a task (i.e. picture dictionary, page layout)</p>	<p>Make available, and help students select, the reference material they need to acquire specific information: picture dictionaries, maps, charts, posters and glossaries.</p>
<p>5.4 identify the sounds of the French language (sound symbol correlation)</p>	<p>Ensure a supportive atmosphere by arranging oral reading in pairs or small groups - for example, buddy reading and Readers Theatre. Circulate around the room, and provide help as needed. Read to the students frequently. Provide opportunities for students to listen to and follow audio books. Teach reading skills such as sounding out words, rhyming words, and using visual clues.</p>
<p>5.5 complete a self-evaluation checklist</p>	<p>Provide frequent opportunities for students to reflect on their progress. Simple self-assessment checklists of three to four items to encourage this process.</p>
<p>5.6 follow oral and written instructions, using a model</p>	<p>Demonstrate instructions using examples, gestures, posters, and explanations of group work processes.</p>

**General Curriculum Outcome - General Language Education**

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

Assessment	Resources
Have students complete self-assessment items; ask students to identify cues that they use regularly. Record teacher observations.	Acti-Vie 2 <i>Les histoires de Napoléon</i> <i>Collection Imagination</i>
Have students complete a self-assessment rating scale; record teacher observations.	Acti-Vie 2
Use teacher and student checklists to record resources used.	Acti-Vie 2 Picture dictionaries
Monitor student reading; note observations.	Acti-Vie 2 <i>Collection Imagination</i> <i>Série Aventure</i> <i>Le Français Chez Nous</i>
Have students complete a self-assessment; include the results in the student's portfolio. Review the self-assessments and use the results to plan instruction.	Acti-Vie 2
Record observations of student language performance. Have students complete self and peer assessments.	Acti-Vie 2





## **Curriculum Outcomes - Grade 6**

## General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of grade 6, students will be expected to:</i></p>	
<p>6.1 ask and respond to questions</p>	<p>Ensure that new topics and tasks are introduced to reflect the increasing knowledge base of the learners and their changing interests; provide for frequent practice of previously learned material.</p>
<p>6.2 develop, with support, simple oral and written texts</p>	<p>Follow a process of brainstorming, modeling, revising, conferencing, and editing. Organize students to work individually, in pairs or groups of three. Arrange various presentation formats: “live”, on video, and to the whole class or to another pair or group.</p>
<p>6.3 participate in classroom routines in French</p>	<p>Continue to provide models for new routines and review the language needed for common classroom requests, group work and games.</p>
<p>6.4 express, with support, emotions and opinions</p>	<p>Have students state their likes and dislikes, tell how they feel, and indicate preferences. Supports include word lists, visuals and examples.</p>
<p>6.5 describe, with support, people, places, animals, objects and events</p>	<p>Use guided questions, sentence starters, gestures and visuals to help students as they communicate information about a person, place or thing. Descriptions will consist of short, simple sentences, often using memorized phrases and vocabulary. In written communication, students operate at the sentence level, and may make several statements in an oral or written description. Errors may occur, but the message should be understood. Organize tasks that require personalized descriptions: plays for an audience, journal entries, games, invitations, poster presentations, news broadcasts, surveys, class or group poems.</p>

**General Curriculum Outcome - Communication**

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

Assessment	Resources
Conduct teacher/student interviews; observe pair work. Record assessments.	Acti-Vie 3
Use a rubric to assess oral and written presentations.	Acti-Vie 3
Record teacher observations of student performance. Have students complete self- and peer-assessments.	Commercial and teacher-made posters, labels
Arrange pair interviews and record observations; use a checklist to assess oral and written language.	Acti-Vie 3
Record student responses to oral questions and items such as matching.	Acti-Vie 3
Use rubrics to help record teacher observations related to student descriptions.	

## General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of Grade 6, students will be expected to:</i></p>	
<p><b>Acquiring Information</b></p>	
<p>6.6 identify the main idea and several supporting details of simple texts</p>	<p>Organize listening, reading and viewing activities that give frequent practice in identifying the main idea and supporting detail. For example, in an audio text about a sports match, students might be asked to identify the score, the teams, and the date.</p>
<p>6.7 extract specific information from a variety of texts</p>	<p>Guide students in the preparation of a word web or other brainstorming activity to introduce a theme or topic. Present oral, visual and print texts. Assign tasks that require students to focus on acquiring information from the texts: completing a table, doing a biography card, preparing a weather forecast.</p>
<p>6.8 read texts independently (i.e. short illustrated readers, labels)</p>	<p>Organize individual or small group reading programs. For example, group reading materials according to student interest or theme and make them available for reading during class time and at home. Prepare a simple book review model to help students record their impressions; provide opportunities for other students to comment. Have pairs contribute a page for a class book.</p>
<p><b>Experiencing Creative Works</b></p>	
<p>6.9 participate in forms of creative expression such as games, role play, music, art and poems</p>	<p>Provide opportunities for students to listen to and sing songs, participate in games, and read and create poems and guided stories.</p> <p>Activities may include:</p> <ul style="list-style-type: none"> <li>• creating a mime or role play to demonstrate the theme of the selection;</li> <li>• preparing a model of a favourite character or object such as <i>Bonhomme Carnaval</i>;</li> <li>• stating an opinion about the selection and conducting a survey to discover the reaction of other students;</li> <li>• illustrating a song, poem or story through drawing or painting.</li> </ul>

## General Curriculum Outcome - Communication

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

### Assessment

Have students complete sentences using a word list; write a sentence to identify the main idea; choose a visual that gives the main idea of the text; complete a chart, table or diagram. Record the results.

Have students complete multiple choice items and oral questions.

Use a scoring rubric to assess a final product.

Circulate book reviews in class; add individual reports to the student's portfolio.

Have students design and present a ten minute variety show; record observations.

Display projects or add them to the student portfolio.

### Resources

Acti-Vie 3

À la radio

Acti-Vie 3

*Collection Imagination*

*Série Aventure*

*Le Français Chez Nous*

*Lire davantage*

Acti-Vie 3

Classroom collections of songs, music and poems

## 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	Teaching Suggestions
<p><i>By the end of Grade 6, students will be expected to:</i></p>	
<p>6.1 recite or sing Canada's national anthem in French</p>	<p>Develop links between culture outcomes in Core French and the themes of the elementary Social Studies program. Organize enrichment materials about Canada including games, maps and brochures. These may be available in the school, from branches of the federal government or through various websites.</p> <p>Encourage students to perform Canada's national anthem in class or at public events such as assemblies, parent meetings, or during Canadian Citizenship and Heritage Week.</p>
<p>6.2 identify similarities and differences between their lives and those of francophone children</p>	<p>Help students identify shared and different aspects of celebration such as birthdays, festivals, carnivals. Use authentic documents, games, music, school schedules, virtual visits, and e-mail exchanges to facilitate this process. Have students create labels for school rooms, posters such as a holiday schedule or class timetable, and organize special events, such as a class birthday party.</p>
<p>6.3 recognize that Canada is a multicultural country</p>	<p>Brainstorm for symbols of multiculturalism in Canada. Provide materials and guide the creation of a class collage.</p>
<p>6.4 identify the benefits of speaking more than one language</p>	<p>Conduct a class brainstorming session to introduce this topic, which may then be addressed periodically throughout the year. Among the benefits: careers; summer jobs; new friends; helps learn other languages; travel. Invite senior high French students, as well as community members who speak other languages, to speak to the class about their language learning and cultural experiences. (This may also be an activity for 6.3.)</p>
<p>6.5 identify major francophone areas in Canada</p>	<p>Provide a list of areas and organize students to work in groups to locate them. Display coloured maps and charts.</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. Have students create a poster of the national anthem in French and English; as a class prepare a wall-size poster or banner for the school.

Record teacher observations; use a rubric to assess student projects.

Assess student projects and record observations.

Organize a *Vrai/faux* trivia game; have students complete word puzzles.

Record teacher observations.

Record teacher observations; have students complete a self-assessment checklist.

Record teacher observations of student projects.

### Resources

Acti-Vie 3  
*Proud of Two Languages* (Canadian Parents for French video)  
*Canada has Two Official Languages*

(Office of the Commissioner of Official Languages)  
 Department of Canadian Heritage  
<http://www.pch.gc.ca>

Acti-Vie 3  
<http://www.momes.net>

Acti-Vie 3

<http://www.gc.ca/français/célébrer/index.html>

<http://www.cic.gc.ca/bienvenuechezvous/celebrate/pdf/2001guide-f.pdf>

Guest speakers

Videos, Posters

<http://french.about.com/cs/whylearnfrench/>

Acti-Vie 3

Map of Canada

Department of Canadian Heritage  
<http://www.pch.gc.ca>



## General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes	Teaching Suggestions
<p><i>By the end of Grade 6, students will be expected to:</i></p>	
<p>6.1 use clues, including visual and verbal cues, key words, cognates and word families to help with communication</p>	<p>When introducing a topic and assigning tasks, model the use of the strategies and explain their importance in delivering and understanding a message. Use visuals such as flashcards and illustrations, gestures and intonation as examples of clues that help convey and comprehend a message.</p>
<p>6.2 take risks and accept errors as part of the learning process</p>	<p>Acknowledge student efforts and encourage students to take risks (intelligent guessing) and accept errors as a natural part of learning. Create a supportive classroom environment. When needed, correct errors in a positive manner and at an appropriate time. Errors that occur frequently at the beginning of a unit will be much less prevalent at the end of a theme.</p>
<p>6.3 use appropriate supports, including textual clues, to accomplish a task (ie websites, graphs, key words)</p>	<p>Help students use a glossary, beginner's dictionary or picture dictionary, as needed. Other supports include electronic web-based dictionaries, websites, charts and maps. Encourage students to keep personal picture dictionaries.</p>
<p>6.4 identify the sounds of the French language (sound-symbol correlation)</p>	<p>Organize activities and explain strategies that help students recognize the relationships between the oral and written forms of the language. Examples: identifying rhyming words in songs and poems, brainstorming for words with the same sound, using tongue twisters, and participating in vocabulary games.</p>
<p>6.5 engage in self-evaluation</p>	<p>Teach students how to use a chart, grid, or rating scale to help assess their own progress. Use self-evaluation results to identify areas where the student believes extra help may be needed. Ensure that students understand the assessment instrument and that time is given to reflect at the end of projects, activities and units.</p>
<p>6.6 follow oral and written instructions, using a model</p>	<p>Provide and review models for new and more challenging situations; review previously learned items when assigning tasks, arranging groups, and completing projects.</p>
<p>6.7 organize to accomplish a task</p>	<p>Organize tasks that require independent and cooperative work. Establish the use of cooperative learning techniques during small group work.</p>

## General Curriculum Outcome - General Language Education

Students will use language learning strategies 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 student language use.

Have students complete self-assessment items.

Record teacher observations.

Have students complete related self-and-peer assessment items.

Observe student use of text features and resources in project-based activities. Record observations. Have students complete related self and peer assessment items.

Organize students to work in pairs to create and present poems or posters of rhyming words. Monitor shared oral reading (Reading Buddies or Readers' Theatre). Record teacher observations of student performance.

Record teacher observations of student reflections; plan student-teacher conferences to discuss the results.

Record teacher observations of student comprehension.

Have students complete self and peer assessment items related to their contribution to a group task or project.

### Resources

Acti-Vie 3

Posters and charts

*Série Aventure*

*Collection Imagination*

Acti-Vie 3

Acti-Vie 3

[http://humanities.uchicago.edu/forms\\_unrest/FR-ENG.html](http://humanities.uchicago.edu/forms_unrest/FR-ENG.html)

Acti-Vie 3

*Les histoires de Napoléon*

*Collection Imagination*

*Série Aventure*

<http://home.thirdage.com/Friendship/muchbetter/virelangues.html>



## Guiding Principles

In Elementary 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.
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- 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 knowledge and skills, and allowing for the meaningful re-entry of knowledge gained through previous use.
- French is the language of the classroom.
- Long-term planning and daily planning are essential.
- Both teacher and student assume a variety of roles in the instructional process.

## Classroom Environment

*Department of Education documents are available online at <http://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 Core French is part of this expansion. The elementary years are a time when students begin their initiation into the world of adult reasoning, concepts, communication, and symbolism. Many teaching strategies at this level are the same as in the primary grades. An approach emphasizing the child as a thinking, doing, and feeling learner is essential. Intellectually, the elementary child is moving from a concrete level of reasoning to more abstract reasoning. Many children may require significant concrete experiences before gradually moving to more abstract concepts.

### Implications for Core French

Elementary children are curious about other languages and cultures. They are enthusiastic and want to learn French. Students need opportunities to be physically active through action songs, games, and dramatizations. Each instructional period should be varied, with a balance between the introduction of new material and the use of previously learned topics. Group and individual work requires clear, structured tasks that yield concrete results.

### **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 with the language. 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. 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 individually, depending on the purpose of the activity or lesson. The teacher should provide frequent positive feedback and evidence of progress. Elementary students need a very concrete sense of their improvement.

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

Teachers need to help students come to terms with the differences between their first and their second language skills. At the beginning of the school year, the teacher 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 helps 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***

Each Core French classroom needs an area to display student work, vocabulary themes, posters and photos. A listening center in the classroom is also an asset, especially for multi-age classrooms. It is appropriate to provide students with opportunities for independent work with reading materials, games, word puzzles and cassettes. Ready access to French resources reinforces participation and supports communication. A display area fosters cultural awareness through presentations of postcards, maps, calendars, photos and other authentic items. Communication is also helped by flexible seating plans and grouping arrangements.

French in the elementary program helps students develop a positive attitude toward the lifelong learning of the language.

*The recommended allotment for Elementary Core French is 10% of the total instructional time.*

*Both the use of French and instructional time affect student proficiency.*

## Organizing for Instruction

### *Use of French*

For most children in Newfoundland and Labrador, the Core French program is the most frequent and substantial point of contact with French. Research indicates that a key factor affecting success in second language learning is the time devoted to it. This has several implications for the elementary French environment. French should be used as the language of instruction in the classroom. Both the use of French and instructional time affect student proficiency. According to the *Program of Studies*, the recommended time allocation for Elementary Core French is 10% of the total instructional time. Success in communicating in French in the elementary program helps students develop a positive attitude toward the lifelong learning of the language.

### Planning

Planning is an essential part of the instructional process.

#### *Long-Term Planning*

Teachers organize the instructional year based on the program outcomes, related themes (content) and instructional time. The long-term plan includes the sequencing of units and a student evaluation plan. The teacher manages instructional time and checks approximate start and end dates for each theme.

During Grade 6, transitional planning to ensure students are able to make a smooth transition to the intermediate program, is important. Keystage outcomes to the end of Grade 6 provide guidance to teachers, as do the specific curriculum outcomes for Grade 7.

#### *Unit/Theme Planning*

The teacher highlights the curriculum outcomes to be met, estimates the time needed to complete a unit, selects and adapts materials and resources, and organizes activities, including evaluation. Resources may be modified and elements such as pace and choice of activities adjusted to ensure a focus on outcomes. The teacher may also prepare an overview for students to help guide and record progress.

#### *Daily Lesson Planning*

The daily plan blends new elements with familiar ones. During the lesson, students complete tasks to learn new content and skills leading to an established communicative/experiential goal. In the introduction of new concepts or skills, students use their previous experiences to anticipate what they will see, hear, read, say, write or do. At the end of the lesson, students often review what they have learned. They reflect on the process of learning and on what remains to be accomplished.

## Instructional Strategies

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

### Modelling

Modelling provides learners with concrete examples and guidance. Modelling may take many forms. The teacher is a language model for the students in the demonstration of new content and skills, the animation of texts, and the preparation of work. Teachers model games, grouping arrangements, and reading selections. For example, the teacher and one student may role play an interview. All students would follow this model to complete the task. Models may also include sample project, audio recordings, and use of props such as puppets, realia, and visuals. Modelling is often used in conjunction with other strategies such as cooperative learning and role playing.

### Cooperative Learning

In cooperative learning, students work toward a common goal, with success dependant on the contribution of each group 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 French teacher describes the task, explains the role of each member, monitors and observes. Advance preparation may include a review of French vocabulary needed to operate in the group. Cooperative learning is more 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;
- group size and membership change often;
- time lines are established and respected;
- social skills such as using quiet voices, sharing materials, and;
- taking turns is also taught.

Teachers are encouraged to consult the cooperative learning resources in Chapter 5 of this guide. These references contain classroom activities and suggestions for implementation.

### **Interviewing**

The interview develops listening and speaking skills and provides an opportunity for students to communicate ideas, likes and dislikes, and feelings. Interviews are used to collect and share information.

Examples include:

- having students interview each other;
- students conducting oral surveys;
- interviews between teacher and students.

In the elementary French class, interviewing is commonly used and often informal.

In preparation for a formal interview, the teacher should explain the process to students and provide sample items. 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.

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 play may be spontaneous or practised, and be part of a game or simulation. It encourages language use by providing a purpose and an audience for communication.

When organizing role play, teachers give clear instructions, explain with regard to the purpose of the activity, the situation to be portrayed and the role of the audience. To encourage active listening, groups may be asked to record specific information from each role play. Models should be provided and students should have opportunities to practise before the role play is presented.

### **Brainstorming**

Brainstorming draws on student experiences to help establish a meaningful context. It is used to note quickly a wide range of ideas. Suggestions are usually recorded. Students may use the items 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 accepted; little attempt is made to edit or evaluate suggestions.

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



## Teaching for Communication

In the elementary program, the emphasis is on oral communication with approximately 80% of instructional time devoted to this purpose; 20% of instructional time is devoted to written communication.

In a communicative/experiential classroom, the skills of listening, speaking, reading, writing and viewing are interconnected. It is therefore important that the teacher provide opportunities for the use of specific skills or combinations of skills as appropriate.

### Listening and Viewing

Listening is an intensive activity, requiring a high level of concentration. To develop this skill, students need frequent opportunities to listen to and view a variety of oral texts, including authentic sources. Through this frequent, varied exposure, students become comfortable with a level of ambiguity, an essential attribute in learning a second language.

Students listen for a purpose. They focus on the main idea of a text (including conversations), and they use information to complete a task. It is important to be focused and attentive. Pre-listening preparation includes: vocabulary brainstorming activities, review of a word list or a page where students are to record responses, and having students predict what they are about to hear or see.

Students are asked to:

- carry out commands and follow instructions;
- draw pictures based on oral instructions;
- respond to comprehension questions (*oui/non; vrai/faux*);
- complete a table or chart;
- give an opinion.

It is important to ensure students listen to and view a range of sources.

### **Speaking**

In elementary Core French, students develop their oral communication skills in conversations and through oral presentations. Students interact with the teacher, and with each other in pairs or larger groups. Presentation situations are simple and may include experiences such as introducing themselves, or providing a brief description of a project such as a greeting card, poster or other visual. When speaking, the student searches for vocabulary and language patterns in order to communicate a message. At the elementary level, students need time to formulate responses. Recommended oral production activities include:

- songs
- games
- role plays
- descriptions
- interviews
- shared story-telling (each student provides a word, a sentence or a sentence completion).

### **Reading**

To initiate reading, the teacher establishes the context, introduces or reviews vocabulary, often through a brainstorming session, and encourages students to predict the content of selections. 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 in context, beginning students need to learn the sound/symbol relationships of the French language. The teacher and audio resources are the main models. Practicing the alphabet, oral reading with a peer, and reading texts that have been previously learned orally are effective ways to develop oral reading skills.

Students need authentic texts to complement those intended for second language students. Reading materials include charts and diagrams, illustrated readers, big books, poems and posters. 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 the selection, or select visuals to illustrate a written text.

Independent reading is important. Teachers should provide and organize suitable materials, such as readers, magazines and puzzles that can be read in class, in the library and at home.

### Writing

The emphasis in writing is on communicating a message in written form. In the introductory stages, writing involves tasks such as choosing and copying a response from a list, writing one or two word answers, or providing a sentence completion. Students then 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.

## Technology in Instruction

*Grassroots projects for French? Check the Grassroots site:*

*[www.stemnet.nf.ca/grassroots/](http://www.stemnet.nf.ca/grassroots/)*

### Technology in Instruction

Access to technologies suited to teaching and learning is increasing. Audio and video players and recorders are essential for use by students as well as teachers. Equipment is used to record student presentations, interviews and other oral communication; to share accomplishments with parents; to incorporate video and audio components in instruction; and as a format for students to use to present their work.

In the elementary Core French program, computer technologies also enhance the learning environment in the areas of communication, professional development, and resources.

### *Technology and Communication*

Technology serves as a communication tool for teachers and students. Using internet or intranet capabilities, students communicate with each other or with the teacher. As they begin to read and write, students may wish to 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 all be used to enhance communication.

*Canadian Association of Second Language Teachers  
[www.caslt.org](http://www.caslt.org)*

### *Technology and Resources*

Technology also provides access to reference materials. Websites are a source of current information for teachers and students. The teacher can assess 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. As well, the Canadian Association of Second Language Teachers and other groups offer online activities for elementary students.

### *Technology and Professional Development*

Through technology, many professional supports are available for the teacher. These include access to cultural information, dictionaries and other reference material, and professional organizations.

The use of technology is guided by the same principles as for other resources and activities:

- Outcomes and themes determine the task.
- Resources are appropriate for the task and for the age and ability of the student.
- Teachers adapt resources to meet the needs of the learner.
- Clear instructions are given.
- 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 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 should assess students' oral and written strengths and areas of need. Teachers may respond through the careful selection and adaptation of resources, and through variety in instructional strategies and assessments.

Classes may include students needing additional supports or having the capability of surpassing the prescribed outcomes. The authorized and recommended resources offer suggestions that can enrich the learning environment for these students. Particular attention should be given to ensure that activities reflect different learning styles, and that the Core French class offers opportunities for students to build and use different types of intelligence. Varying the pace, assigning concrete tasks, and providing extra time to complete work (including assessment tasks) are examples of supports to help students achieve the outcomes. These 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 (Pathway 2). The French teacher should consult with the school administration and special education teacher or guidance counsellor for assistance, or may follow the appropriate procedure to refer a student. A student needing support(s) for an extended period of time may need an Individual Support Services Plan (ISSP), which is a team effort. Related documentation may already be part of a student's file.

An individualized plan may or may not include recommended modifications (Pathway 3) to the French program, depending on the nature of the exceptionality. (For example, a Grade 4 student with a writing difficulty may be capable of experiencing success in a predominantly oral Core French classroom without program modifications but the student may require accommodations/adaptations.) Where extensive accommodations or modifications are needed, French teachers should participate as members of the individual support services process planning team to help determine the best possible instructional program for each student.

Reference documents for administrators and Support Service Plans 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);*
- *Coordination of Services to Children and Youth in Newfoundland and Labrador - Profiling the Needs of Children/Youth.*

### **Teaching French in Multi-Age Classrooms**

Multi-age refers to classes consisting of two or more grades receiving instruction from the same teacher in the same scheduled class time. It is recommended that teachers apply the following principles in organizing instruction in multi-age groups:

- develop a long-term plan based on grade combinations, grade-level and keystone outcomes;
- organize learning to respect the prescribed grade-level outcomes;
- keep records of long-term, multi-year plans;
- select activities and resources for individual and group needs, including enrichment.

There are many combinations in multi-age classes. Even within the same school, the combinations may change from year to year. However, suggestions seem to work well in all arrangements including:

- organizing groups;
- setting up learning centres (especially a listening centre);
- following a thematic approach to program delivery;
- arranging peer tutoring;
- doing shared reading;
- assigning common tasks and topics but using different assessment criteria according to the outcomes to be met.

## Informing Others

*Canadian Parents for French*  
[www.cpf.nfld.net](http://www.cpf.nfld.net)  
[www.cpf.ca](http://www.cpf.ca)

## Informing Others

French Second Language programs need the support of the whole school, especially the administration and parents, for best success. French teachers should avail of opportunities to involve the school, including parents, teachers, and administrators in the French program. Students can prepare items for a school concert or assembly, make big books for other classes, or invite parents to a special celebration. Displays of student work during an open house, regular communication with parents, program information on the school's website, and speaking about the French program at school or district meetings all help to promote an understanding of the elementary Core French program.



## 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 essential information to students, teachers, parents and administrators.

In the elementary Core French program, student evaluation is based on the following principles.

### **Evaluation is an integral part of the learning process.**

Assessment tasks reflect the prescribed outcomes and the types of learning activities in regular use in the classroom. Evaluation is criterion-referenced; students are assessed on the achievement of the outcomes. Eighty percent (80%) of the elementary Core French program is devoted to oral communication and twenty percent (20%) to written communication; this same balance needs to be maintained in evaluation.

### **Evaluation is both planned and ongoing.**

Students should know when, how, and on what criteria they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. It should be flexible enough to account for student progress throughout the year but structured enough to provide a clear picture of how students will be assessed. Sample unit and evaluation plans are provided in Appendix B.

### **Evaluation requires both formative and summative components.**

#### *Formative*

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

Summative evaluation involves making a judgment based on data. Reporting may be anecdotal or be by means of a letter or number grade. Schools and school districts have policies on assessment, evaluation and reporting. The teacher should consult these in developing an evaluation plan.

### **Evaluation includes a variety of assessment techniques.**

Assessment is the systematic process of gathering information on student learning and performance. It is best to use a variety of assessment techniques to obtain a complete picture of student performance.

*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.*



## Assessment Techniques

### Assessment Techniques

Common assessment techniques included in an evaluation plan are:

#### *Projects*

Communicative/experiential projects are used to assess Core French outcomes. This type of assessment is often established at the beginning of the unit. Students engage in a series of activities during the unit that help them complete the task. The project is based on selected outcomes and encourages students to link their life experiences with their second language experiences. For example, the production of a birthday card, or arranging a birthday party might be experiential projects related to friends and celebrations. Projects sometimes require students to work cooperatively; however, certain aspects of a task may be assessed individually.

#### *Teacher Observation*

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

#### *Interviews*

Interviews are exchanges of information, usually through a question and answer conversation. Interviews are used to assess Core French students from Grade 4 to the end of high school. At the elementary level, interviews may be done during class time with individuals, pairs and small groups. The teacher may observe students as they interview each other. Items should be related to the topics studied and treat known vocabulary and language.

#### *Tests/Quizzes*

A test or quiz integrates several skills such as listening and reading comprehension. Test items are presented in meaningful, communicative contexts and are based on a theme. Items are based on the outcomes and the activities that have been done in class. Items should be familiar to the students, and examples provided. Tests may include listening and reading selections, matching, multiple choice and similar items.

### *Portfolios*

A portfolio is a collection of work samples, such as projects, writing pieces, workbook pages and audio or video recordings. Items may be kept in an exercise book or the portfolio may be a folder or binder. The purpose of a portfolio determines the length of time it is kept and the type of items included. For example, it may be for a unit, the school year, or over the three years of the elementary program. If a portfolio is kept over a long period, students may select pieces for inclusion 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. (*Elementary Core French Curriculum Guide*, Prince Edward Island, 2000.) Peer-assessment is used to assess group performance. For example, other students might select from a given list aspects of a presentation they liked best (*gestes, vocabulaire, couleurs, dessin*). This encourages more listening and observation by of all students.

Self-assessment encourages students to:

- reflect on their learning;
- identify what they have achieved;
- focus on what they need to improve;
- plan and organize to accomplish a task.

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 a task. For beginning students, rating scales may consist of a series of images, numbers, or one-word descriptions.

## Using Rubrics

<http://www.bced.gov.bc.ca/irp/cfrench512/apctoc.htm>

<http://rubistar.4teachers.org/>

### Rubrics

Rubrics set out performance criteria and are used for scoring or rating student work. The use of rubrics benefits teachers, students and parents. For teachers, rubrics increase consistency and accuracy in assessment. Students benefit from understanding the stated expectations and receive specific feedback on each of the criteria for the task. Parents are able to closely monitor student progress.

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

### Evaluation Resources

The recommended resources and bibliography sections of this guide contains references on student evaluation. It is recommended that teachers consult the Department of Education publication for further information on student evaluation.

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

**Authorized Resources**

Grade 4  
Acti-Vie 1

Grade 5  
Acti-Vie 2

Grade 6  
Acti-Vie 3

*La carte de Terre-Neuve et du Labrador*  
Department of Education (1984)  
Map of French place names; teacher resource book

**Recommended Resources**

Additional resources should be available for teacher and student use. Illustrated reading material, music, puzzles and games, posters and labels help create an enriched learning experience. Classroom libraries are encouraged. Reference works such as dictionaries are helpful for students and teachers. Videos may be borrowed from the Provincial Information and Library Resources Board or from other agencies. As well, government and non-profit organizations offer posters, videos, and brochures. The following are samples of recommended resources.

*Acti-Vie 1, 2 et 3* (all modules)  
Gage Learning

*Potpourri 1, 2 et 3*  
Addison Wesley Longman (Pearson Education Canada)  
blackline masters

*Le Calendrier*  
Addison Wesley Longman (Pearson Education Canada)  
calendar kit

*Jacquot Collection*  
Poster Pals  
music video and audio cassettes

*Matt Maxwell Collection*

The Resource Centre  
audio cassettes, activity packages

Drama Package from Matt & Wendy Maxwell (List of titles  
found at Tralco)

*Les histoires de Napoléon*

The Resource Centre  
big books, illustrated readers, audio cassettes and activities

*Collection Imagination*

Addison Wesley Longman (Pearson Education Canada)  
big books, illustrated readers, audio cassettes

*Le Français Chez Nous*

Aquila Communications Inc.  
illustrated readers

*Série Aventure*

Addison Wesley Longman (Pearson Education Canada)  
illustrated readers, audio cassettes and activity packs

*Collection Bandes Dessinées*

Aquila Communications Inc.  
illustrated readers

*Collection Millefeuilles*

Modulo éditeur  
big books, illustrated readers and audio tapes

*Les Joyeux Ordinateurs (Collection La Bande Active)*

Aquila Communications Inc.  
class set of readers, reproducible activities, audio cassette;  
technology theme

*Carnaval de Québec*

Tralco Educational Services  
video and activity package

*Premiers mots- série 2*

Les Éditions Scholastic  
illustrated readers

*Allons-y!*

Mary Glasgow Magazines/Scholastic  
magazine for students; published six times during the school  
year

*French Vocabulary Posters*

Posters Pals  
posters for a variety of topics

*Mon Dictionnaire en images*

Centre éducatif et culturel inc.  
picture dictionary and reproducible activity sheets

*Mon premier dictionnaire pour lecteurs débutants*

Les éditions Héritage

*Eli-Dictionnaire illustré français*

The Resource Centre

*Smart Start French*

Tralco Educational Services  
software package

*Mots croisés pour les débutants*

The Resource Centre  
puzzles

*Lire davantage A*

The Resource Centre  
illustrated readers

*French As a Second Language Formative Assessment Package (beginner level)*

The Canadian Association of Second Language Teachers  
collection of experiential tasks for elementary students;  
emphasis on the formative evaluation process; contains a  
variety of checklists, rating scales and other assessment  
instruments; video also available.

*Think Kits/Trousses de créativité*

Poster Pals  
blackline master activity packs of common themes

*Provinces de l'Atlantique* Federal Maps Inc. (Nepean, Ontario)  
wall map of the Atlantic Provinces: Reference number: MCR0077F

*Questionmanie - Q1 Premiers Pas*  
*Poster Pals*  
*trivia games*

## Teacher References

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

*La coopération au fil des jours*  
*(Jim Howden and Huguette Martin; Chenelière/McGraw Hill*  
*cooperative learning activities)*

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

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

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

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

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

## Useful Websites

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.

1. <http://www.cpf.nfld.net/>  
Click on E-resources, then Students.
2. <http://www.bonjour.uk.org>  
Several games and activities for learning French vocabulary thematically organized
3. <http://users.skynet.be/providence/vocabulaire/francais/menu.htm>  
Vocabulary practice
4. <http://www.k12.nf.ca/awsb/page>  
Learn how to make accented letters in any Windows program
5. <http://www.geocities.com/Paris/Bistro/7445/dbesite.htm>  
Authentic resources on our country
6. <http://www.pch.gc.ca/offlangoff/francais/index.html>  
Information on our two official languages
7. <http://www.pch.gc.ca/offlangoff/quiz/francais/index.htm>  
A quiz on the official languages of Canada
8. <http://www.nlc-bnc.ca/8/11/r11-201-f.html>  
The lyrics of our national anthem
9. <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
10. <http://www.valsfrench.fsnet.co.uk>  
Val's French Games  
Thematically organized games for learning vocabulary
11. <http://web.ukonline.co.uk/canonave/ks3/index1.htm>  
Thematically organized games for learning vocabulary
12. <http://www.caslt.org>  
Activities incorporating technology into the French Second Language Curriculum
13. <http://www.L2ed.com>  
Thematic activities





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# Appendix A



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## 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

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## 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)

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## 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



## Sample Unit and Evaluation Plan

### Unit Plan Template

<b>Authorized resources:</b>	Acti-Vie 1
<b>Theme Title:</b>	Découvrons notre école
<b>Theme experiential project:</b>	Board game
<b>Grade:</b>	4
<b>Time required:</b>	7 - 8 weeks
<b>Start and end dates for this theme:</b>	September - mid-October
<b>Classroom preparation:</b>	Photocopy letter to parents from the Teacher Resource Book Bulletin board which includes commands, weather labels chart, number chart, classroom object poster, month labels

### Focus outcomes from the curriculum guide for this theme:

<b>Communication Outcomes</b>	4.1 Greetings, introductions Comment t'appelles-tu? Comment ça va? etc. 4.2 Present livret, labels for school 4.3 Objects, date 4.5 Identifying people 4.6 Student book pages 2 - 3 ; video, posters 4.7 Student book pages 2 - 3 4.8 Student book pages 2 - 3 4.9 Livret, labels
<b>Culture Outcomes</b>	4.1 Video, labels 4.2 Video 4.3 Video 4.4 Opening Student book pages 4 - 5
<b>General Language Education Outcomes</b>	4.1 Strategy boards - <i>Regardez les images</i> 4.2 Warm-up - <i>Teacher models and accepts answers</i> 4.3 Dictionnaire Visuel: <i>Word Lists</i> 4.4 Oral presentation of <i>livret</i> 4.5 Self-evaluation checklists (Teacher Resource Book page 79) 4.6 Following oral and written instruction - daily

**Unit Plan Template**

<b>Student work samples for evaluation purposes :</b>	Livret, Labels, Oral interview, Oral presentations, Self-evaluation, Playing game, Listening activities, Verse of song (group), Final project observation
<b>Main evaluation techniques:</b>	Song, Listening activities from the Teacher Resource Book, Livret (oral/written), Interviews, Paper/pencil quiz
<b>Other suggested learning resources:</b>	Posters, books, calendar
<b>Materials to gather in planning stages:</b>	<i>Bonjour</i> name tags - Teacher can make beforehand
<b>Communication to parents during the theme:</b>	Letter to parents
<b>Reminder regarding experiential project:</b>	Resource Centre/Library is a good location for this activity
<b>Notes:</b>	Conduct an interview with each student

## Sample Unit and Evaluation Plan

### Unit Plan Template

<b>Authorized resources:</b>	Acti-Vie 1
<b>Theme Title:</b>	Logos-Animaux
<b>Theme experiential project:</b>	Create and present a group logo
<b>Grade:</b>	4
<b>Time required:</b>	6 weeks
<b>Approximate number of class periods</b>	18 - 20
<b>Classroom preparation:</b>	Display animal posters and colours on bulletin board; students collect examples of logos; copy supplementary activities from the Teacher Resource Book and put together in booklet format for ease of use.
<b>Focus outcomes from the curriculum guide for this theme:</b>	
<b>Communication</b>	All - especially 4.1, 4.2, 4.5, 4.8, 4.9
<b>Culture</b>	4.1, 4.2
<b>General Language Education</b>	All - 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
<b>Student work samples for evaluation purposes:</b>	Favourite animal - drawing with label and descriptive sentence Oral mini-interview of "likes" and description - colours, animals, adjectives Oral reading of personal story Evaluation pages (especially listening activities) from Teacher Resource Book Individual story writing
<b>Main evaluation techniques</b>	Group oral presentation of logo and chart (end of unit task) End of unit project Portfolio (pictures, stories, listening activities, self-evaluation) Observation (with rubric for final project) Mini-interview

### **Unit Plan Template**

<b>Other suggested learning resources:</b>	Au zoo! Pages from Pot-pourri Napoléon big books - excellent for this theme 6 - 10 stories about animals and/or colours
<b>Materials to gather in planning</b>	Examples of logos
<b>Communication to parents during this theme</b>	Letter at the beginning of the theme Portfolio to send home at the end of the theme

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