Intensive Core French

Grade 6

Newfoundland
Labrador

*Interim Curriculum Guide
2010*

Table of contents

Acknowledgements

Rationale

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

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

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

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

Overview

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

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

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

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

Definition of Terms

The following terms are used throughout this document :

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

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

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

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

Essential Graduation Learnings and Intensive Core French

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

Aesthetic Expression

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

Aesthetic expression encourages learning in and about the arts and highlights the contribution of the arts to society. Intensive Core French learners use various art forms to express their ideas and feelings. Drawing, painting, sketching, songs, rhymes, short plays, cartoons, poems and other types of art are included in the Intensive Core French program.

Citizenship

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

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

Communication

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

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

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

Personal Development

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

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

Problem Solving

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

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

Technological Competence

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

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

Spiritual and Moral Development

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

In the Intensive Core French program, students explore another culture. They come to appreciate the traditions and values of others, as well as those of their own cultural community. Students identify ways in which they are similar to, and different from, francophones. For example, elementary students learn the songs, rhymes and games of their peers in other parts of Canada. They also recognize the benefits of living in a bilingual, multicultural country.

An Outcomes-Oriented Approach

An Outcomes-Oriented Approach

Essential Graduation Learnings provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. **General curriculum outcomes** link subject areas to the essential graduation learnings and provide an overview of the expectations of student performance. **Keystage outcomes** identify what is expected of students at the end of a level of schooling. **Specific curriculum outcomes** set out what is expected of students by the end of a grade or course.

Curriculum outcomes inform teachers, parents and students. Outcomes guide educators in selecting resources and instructional strategies and they provide a framework to monitor student progress and achievement. Keystage outcomes for Core French Grades 4 to Grade 12 are included in Appendix A.

Outcomes and Language Learning

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

Program Design

Program Design

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

- communication
- culture
- general language education

Intensive Core French

Intensive Core French possesses essential characteristics which contribute to effective second language learning:

- a period of intensive study
- a focus on language learning
- an emphasis on the development of literacy skills
- the use of the target language as a means of authentic communication
- an emphasis on project based pedagogy linked to student interests
- an emphasis on interactive activities
- an emphasis on spontaneous communication

Communication

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

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

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

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

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

Culture

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

General Language Education

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

Program Content

The strands of communication, culture and general language education in Intensive Core French are developed through topics. These topics may include:

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

These topics can be organized under the following themes:

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

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

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

Using this Curriculum Guide

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

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	**Teaching suggestions**
At the end of the program, students will be expected to :	
1.1 participate in classroom routines and activities conducted in French, demonstrating spontaneity and comfort with familiar phrases and topics	Provide models of new routines Provide models of common phrases and questions Encourage spontaneous classroom discussion as appropriate (discussion, interviews, conversations)
1.2 use gestures and features of voice (tone, rhythm of speech, intonation) to help clarify meaning in conversations and presentations	Encourage use of visuals, verbal, body language and intonation cues Encourage use of non-verbal communication strategies Demonstrate orally how a change of intonation can affect meaning Provide opportunities to practise using voice and gestures
1.3 ask for information, assistance or service	Model expressions that ask for information, assistance or service Provide frequent practice opportunities by role playing, conducting interviews, conversations
1.4 demonstrate comprehension of a range of texts using various ways of representing	Provide a range of texts such as poetry, narrative, information and visual texts Organize listening activities which give practice in identifying main ideas Have students provide brief summaries of main ideas or events Have students support their ideas with contextual information Model how to identify main ideas in oral and written texts (title, content, key words) Have students represent the main idea of oral and written texts Provide visuals based on an oral or written text Use a variety of questions (Bloom's taxonomy)

General Curriculum Outcome - Communication

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

Assessment	Resources
Observation	Teacher-made posters (Theme related)
Complete a daily checklist of student participation	Student-made posters
Provide opportunities for students to complete peer and self assessments	
Observation	
Include voice, gestures and tone as criteria for success, in rubrics used to assess oral presentations (presentations may include poetry, drama, readers theatre, choral reading, singing)	
Record evidence of language creation, retelling, risk-taking and reusing	*Invitation à la lecture*
Record evaluation of interviews	
Observe and note strategies for getting assistance, information or service used when students work in pair and small groups	
Observation	Classroom library
Use Rubrics	
Variety of question	
Assess the retelling of an oral or written text	

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
1.5 express, with support, needs, desires, opinions, likes and dislikes in oral, and written form	Observe in students' journals the use of vocabulary and expressions for expressing their opinions and needs and provide feedback as required Initiate classroom discussions, surveys and interviews Use games, activities and surveys that require students to state and support preferences, likes and dislikes, feelings
1.6 read aloud texts with comprehensible pronunciation and fluency	Organize buddy reading, reader's theatre, paired reading, individual reading Have students read to another, younger class of students of the school Encourage shared reading
1.7 predict meaning of a text by identifying contextual clues (opening paragraph, illustrations...)	Use visuals such as pictures, cartoons, drawings Have students predict events Encourage students to give reasons for their predictions Use brainstorming activities
1.8 read texts for enjoyment and information, and respond to such texts in ways that involve general knowledge and personal experience	Organize various reading programs, where students work individually and in pairs Organize a take-home reading program Prepare sample book reviews Lead a general group discussion on books which have been read Have students prepare journal entries pertaining to books Guide discussions to allow students to integrate personal experiences Conduct a book rap Have students use appropriate graphic organizers Have students keep reading log

General Curriculum Outcome - Communication

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

Assessment	Resources
Record evidence of individual expressions, emotions, opinions and accompanying support	Classroom collections of art, books, music, magazines
Record responses	
Note the use of the appropriate vocabulary and expressions to state opinions and needs	
Record intonation and rhythm in oral production using a checklist	Classroom resources: readers, books, magazines, cartoons
Record student responses	Graphic organizers various texts and visuals
Ask students about previous responses, given by other students	
Identify logical predictions (with contextual supports given by students)	
Ask students to identify the clues used to predict meaning	

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

Invitation à la lecture
Je peux lire
Classroom library

Make anecdotal comments in student journal

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

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
1.9 respond personally to a range of oral, written and visual texts	Provide opportunities for students to express opinions, likes and dislikes and make personal connections to texts
	Journal writing
	Visuals representations (drawing, painting, music, sculpting...)
	A simple book, talk
	Oral and written responses
1.10 represent the main idea of a story in oral and written form	Model for students how to identify who, what, where and why in a story
	Have students integrate art into their stories, journals
	In small groups, ask students to identify the who, what, when, where and why in a story. Ask them to identify which of these is the most important in this particular story. Ask them to choose a way to represent the main idea of this story
	Create cartoons or short story summaries
1.11 describe people, places, events and experiences in oral and written form	Use a variety of questioning techniques, gestures and visuals to help students communicate information about people, places and events
	Have students do detailed descriptions, with qualifiers, connectors and descriptive phrases
	Organize tasks requiring personalized descriptions, plays, journals, games, invitations, news, surveys, poems
	Have students sequence images and describe them
	Have students describe events going on in school
	Have students create and present recipes demonstrating sequencing

General Curriculum Outcome - Communication

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

Assessment	Resources
Peer-assessment Journal writing Assessment of student projects	Classroom resources: books, videos, magazines Authorized Art resources, elementary level
Have students keep a portfolio Use rubrics When students represent a story, note if they captured the main idea and used appropriate vocabulary and expressions to do so	Classroom resources: books Authorized resources for Art, elementary level Texts from authentic sources
Assess oral and written presentations using rubrics	Classroom library

General Curriculum Outcome - Communication

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
1.12 create texts independently and collaboratively in different modes and a variety of forms using the writing process	Introduce students to various forms of written and media texts through reading aloud, shared reading, and independent reading
	Demonstrate the processes of brainstorming, modeling, revising, conferencing, editing (pay attention to conventions such as capitals, punctuations, accents, agreements)
	Teach note taking, drafting, editing, revising, rewriting, and producing a final copy as components of writing process
	Encourage self, peer and group editing
1.13 complete an authentic task, based on authentic sources (adapted with supports)	Have students draw ideas from authentic texts
	Encourage retelling, paraphrasing
	Use small group work, discussions, question and answer to assist with understanding of texts
	With students, develop a list of questions to be answered in order to acquire information to complete a task. These questions can then be used as a guide to aid the students in reading for information
1.14 gather and organize information on a topic of interest using information adapted from suitable resources	Have students do research projects based using authentic sources and present their research
	Use of graphic organizers such as K-W-L or appropriate matrices
1.15 complete an oral or written task based on research	Have students create a short biography or biography card on person of interest
	Have students create
	• picture book
	• brochure
	• poster
	• news article or brief report
	• other visual presentation

General Curriculum Outcome - Communication

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

Assessment	Resources
Student teacher conferences	English Language Arts Curriculum Guide Grades 4-6, 1998
Keep a portfolio of student work, representing various stages of writing process	
Develop and use rubrics to assess final projects for written presentations	
Keep a portfolio	Authentic materials chosen from magazines, publicity, recordings
Develop and use rubrics to assess oral and written presentations	Suitable Internet sites Maps, magazines, newspapers Reading resources Coup d'oeil
Use a rubric to assess students written or oral production	Reading resources Internet sites Media resources

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**
At the end of the program, students will be expected to :	
2.1 recite and sing Canada's national anthem in French	Encourage students to perform the national anthem as a part of opening exercises in concerts and assemblies
	Create an O Canada banner for the school
	Have students prepare posters related to the national anthem
2.2 identify the benefits of speaking French as a second language in Canada	Brainstorm reasons for learning French as a second language
	Set up a pen-pal program with francophones within or outside of Canada
	Organize a visit or an exchange to a francophone area
	Have students represent the benefits of the Intensive Core French program
	Have students prepare posters promoting the study of French
	Discuss places where they have used French
	Invite guests to speak about their own language learning and cultural experiences
	Highlight benefits such as personal enrichment, career opportunities, summer jobs, new friends, travel, learning other languages, greater access to films, books, impact on English language skills

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	Resources
Record teacher observations with respect to participation	Canadian flag
Record teacher observations Complete a peer-assessment checklists Use teacher created rubrics	*www.cpf.ca* Guest speakers Videos Websites Posters *Proud of Two Languages* - www.cpf.ca (Office of the Commissioner of Official Languages) Lyrics of "O'Canada" Recording of "O'Canada"

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
At the end of the program, students will be expected to :	
2.3 demonstrate an awareness of the bilingual and multicultural nature of Canada	Make links to the prescribed Grade 6 Social Studies Curriculum
	Provide magazines and other materials for a theme collage on multiculturalism
	Invite guests from different cultural backgrounds to speak to class
	Organize an exchange visit to a French-speaking area
	Participate in a penpal project
2.4 identify the importance of French as an official language of Canada and the contribution of francophones to Canada's heritage • identify francophone regions of Canada • identify prominent French-speaking Canadians	Brainstorm francophone places in Canada
	Brainstorm about and do research on areas in Canada where French is spoken
	Brainstorm/research prominent francophone Canadians
	Emphasize various aspects of culture and highlight francophone contributions (politics, arts, music, literature, sports, film)
	Play "20 questions" based on francophone Canadians
	Discuss places where French is spoken in Newfoundland and Labrador
2.5 identify selected works of several French Canadian and other francophone artists (musicians, visual artists, authors)	Listen to and discuss francophone musicians and singers
	View the works by French visual artists
	Read the poetry of various francophone poets
	Play "20 questions" based on francophone artists
	Journal entries

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	Resources
Record teacher observations Use rubrics	Guest speakers Videos Websites Posters *Lire davantage* *Society for Educational Visits and Exchanges in Canada (SEVEC)* Grade 6 Social Studies Curriculum Multicultural calendars
Record teacher observations Use a rubric to assess written and oral presentations Have students complete a self-assessment of their knowledge and appreciation of the francophone contribution to Canadian culture and history	*Les Symboles du Canada* Maps of Canada and the world *Minutes du patrimoine -* *www.histori.ca* *www.pch.gc.ca* and other government sites (for teacher reference)
Record observations of the discussions Record teacher observations	Classroom collecitons: music, books, songs Internet

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
At the end of the program, students will be expected to :	
2.6 identify similarities and differences (customs, behaviour patterns and social conventions) between their own lives and those of francophone children in Canada and around the world	Research celebrations, festivals, carnivals in francophone cultures and note those common to our own
	Have students create labels for the classroom calendar which mark various francophone celebrations
	Identify francophone regions around the world
	Plan and present a francophone celebration
	Plan a class exchange or visit to a francophone community
	Set up a keypal/penpal system with a francophone group
	Identify customs and conventions that differ from one culture to another (forms of greeting, handshakes, bows, kisses)
	Identify cultural practices (vous/tu, est-ce que/inversion)
	Have students role play several scenarios demonstrating appropriate conventions to use in a situation
2.7 demonstrate an awareness of and the use of cultural idioms and nuances in spoken French (il fait beau/ il est beau; j'ai un chat dans la gorge)	Maintain a log of new idiomatic phrases and expressions
	Create humourous posters or bookmarks for idiomatic phrases (avoir un chat dans la gorge)
	Integrate common idiomatic expressions where possible

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	Resources
Record teacher observations of student participation	Videos
Use a rubric to assess posters and labels around the classroom	Public brochures
(Use teacher, self and peer assessments for the student committee work on celebration planning)	Websites
	Society for Educational Visits and Exchanges in Canada (SEVEC)
	World and Canadian maps

Record teacher observations of class discussions

Record spontaneous, unsolicited use of idioms and proverbs in general discussions

Use teacher- and self-assessments for the idiomatic phrase poster

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
3.1 use a French/English dictionary and other reference sources	Help students use a glossary, French/English dictionaries, websites, maps and charts
	Teach dictionary skills, alphabetical order, dictionary abbreviations, gender, number, and parts of speech
	Introduce the skill of taking notes using authentic sources
	Encourage students to keep a personal dictionary
3.2 identify and use the sounds and symbols of the French language	Organize post reading activities that assist in the recognition of the relationship between oral and written forms of language (identify rhyming words in songs or poems)
	Use tongue twisters, create charts, develop songs
	Keep a word wall
	Discuss the use of and importance of accents in French
	Use readers theatre, read aloud, choral reading, buddy reading
3.3 work individually, in pairs and in groups to create oral, written and visual productions	Use a variety of student groupings
	Use cooperative learning structures such as think-pair-share, rally table, rally robin, round table, round robin
	Teach role assignment (le motivateur, le porte-parole, le secrétaire, le gardien du temps)

General Curriculum Outcome - General Language Education

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

Assessment	Resources
Record teacher observations of reference use of authentic texts	Maps of Canada, the world Atlas Dictionaries
Record teacher observations Monitor and assess reading activities (readers' theatre, choral reading, buddy reading) Assess poetry or songs produced by pairs and groups	Classroom collection of songs, poems, music, and reading Fun French plays, Matt/Wendy Marvell
Record teacher observations of the group process at work Have students complete peer assessment	Internet Reading resources, games, music

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
3.4 follow oral and written instructions containing familiar and unfamiliar vocabulary and structures	Provide models to help students cope with new and challenging situations (just outside the comfort zone)
	Reuse previously learned structures, visual and non-visual cues
	Review previously learned material when assigning tasks, arranging groups or completing projects
	Visit French language websites and allow students to navigate the pages
3.5 communicate using a variety of strategies	Brainstorm various forms of communication (gestures, facial expressions, visual cues)
	Encourage circumlocution
	Encourage students to ask for clarification
	Avoid use of English
	Promote a supportive non-threatening environment to encourage risk-taking
	Explain how taking a risk in language learning is really "intelligent guessing"
3.6 complete self-assessments	Demonstrate the types of self-assessments to be used (charts, grids, rating scales)
	Ensure that students understand that their self-assessments are important and are part of the final assessment of their work
	Ensure students understand assessment instruments
	Provide ample time for reflection at the end of a project or a unit
3.7 negotiate meaning in unfamiliar situations, using various language learning techniques	Use circumlocution and rephrasing
	Help students recognize cognates,
	Model the use of language learning strategies
	Avoid use of English

General Curriculum Outcome - General Language Education

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

Assessment	Resources
Record teacher observations of student comprehension by means of periodic questioning and checking	Selected posters
Record teacher observations of student language usage in class including spontaneous, unsolicited efforts	
Conference with students to discuss performance	Teacher-made and commercially available checklists and rating scales
Record teacher observations of student strategies and attempts to negotiate meaning	
Record teacher observations of spontaneous, student-initiated use of these techniques	

General Curriculum Outcome - General Language Education

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

Specific Curriculum Outcomes	Teaching suggestions
At the end of the program, students will be expected to :	
3.8 recognize the importance of error correction in oral and written form	Demonstrate the importance of detecting errors (il a un chien/il est un chien) and correcting them
	Peer Editing

General Curriculum Outcome - General Language Education

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

Assessment   **Resources**

Plan student/teacher conferencing to discuss the assessments

Monitor student use of self-assessment instruments

Assess student writing using pre- and post-revision samples

Guiding Principles

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

- French is the language of the classroom.

- Authentic communication is the focus of the program.

- Students develop the ability to communicate by engaging in interactive experiences organized around themes which are relevant and meaningful to the learner.

- Meaningful experiences include varied media for language learning (arts, music, poetry, literature, film, and theatre).

- Curriculum outcomes determine instruction and assessment.

- Emphasis is on development of literacy skills. Oral, reading and writing skills are connected.

- The classroom is learner-centred; learner needs, abilities (including first language experiences), and interests provide a starting point for instruction.

- Instruction follows a project-based pedagogy. It is planned to be both sequential and spiral, providing for a gradual increase in students' knowledge and skills, and allowing for the meaningful re-entry of knowledge gained through previous use. For additional reading on this approach, teachers may refer to either of the following documents:

    a) La Revue de l'AQEFLS vol. 21, nos. 1 et 2, 1999 "Une expérience de français en 6ième année" par Joan Netten et Claude Germain

    b) "Intensive Core French Project in Newfoundland and Labrador". June 1998, section 9.3 - Pedagogy

Classroom Environment

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

The learner

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

Intellectually, elementary children are moving from a concrete level of reasoning to more abstract reasoning. Many may continue to require significant concrete experiences before gradually moving to more abstract concepts. Intensive Core French offers an opportunity for individual interests and abilities to be explored in a second language through individual, paired and group projects.

Implications for Intensive Core French

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

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

Classroom Atmosphere

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

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

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

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

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

Classroom Organization

The organization of the classroom enhances student motivation and learning. The Intensive Core French classroom needs an area to display student work, student created "le mur de sons", and "le mur de mots". A listening centre in the classroom is an asset, especially for multi-age groups. Ready student access to French resources reinforces participation and supports communication. A display area fosters cultural awareness through the presentation of postcards, maps, calendars, photos and other authentic items. Communication is also enhanced by flexible seating plans and group arrangements. Since much of the Intensive Core French day will involve frequent changes in grouping and seating arrangements, flexibility becomes essential.

Use of French

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

Organizing for Instruction

Planning

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

Long Term Planning

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

During the Grade 6 year transitional planning - to ensure students are able to make a smooth transition to the intermediate program is important. Specific outcomes for Intensive Core French provide guidance to teachers, as do the specific curriculum outcomes for Grades 7 - Grade 12.

Unit/Theme Planning

The teacher highlights the curriculum outcomes, estimates the time needed to complete a unit, selects and adapts materials and resources, and organizes activities, including planned assessments. Resources may be modified and elements such as pace and choice of activities adjusted to ensure a focus on outcomes, while taking into account individual student or class interests and needs. Flexibility in lesson planning and the developement of each theme is essential. Intensive Core French allows for student reflection and input into theme, unit and lesson planning. The teacher may also prepare an overview for students to help guide and record progress.

Daily Lesson Planning

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

Instructional Strategies

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

Modelling

Modelling provides learners with concrete examples and support. Modelling may take many forms. The teacher, students and classroom visitors are language models for the students in the demonstration of strategies, technologies, new content and skills, the animation of texts, and the preparation of work samples to guide students. Teachers model listening, speaking, reading and writing strategies. For example, the teacher and one student may role play a pair interview. All students would follow this model to complete the task. Models may also include sample projects, writing and oral samples.

Cooperative Learning

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

The Intensive Core French teacher describes the task, explains the role of each member, monitors and observes. Cooperative learning is most effective when:

- Students know the purpose of the activity and understand the instructions.

- Group member roles are clear.

- Groups are organized according to the purpose of the activity - the size of the group and the membership change often.

- Time lines are established and respected.

- Social skills such as using quiet voices, sharing materials, and taking turns are also taught.

The Interview

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

- teacher and student role playing a pair interview

- students interviewing each other

- students conducting oral surveys

- classroom imitation talk shows

- students interviewing classroom visitors

- interviews between students and classes of former Intensive Core French students

- teachers interviewing students

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

Teachers may wish to consult the *Elementary Core French Criterion-Referenced Test Report* (1996) for more detailed information on the use of interviews.

Role Playing

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

When organizing role playing, teachers give clear instructions about the purpose of an activity, the situation to be portrayed and the role of the audience. To encourage active listening, groups may be asked to record specific information during each activity. Models should be provided and students should have opportunities to practise before the role play is presented. Role playing may be done "live", with video tape or for another class or audience.

Brainstorming

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

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

Teaching for Communication

In a classroom focussing on communication, the language skills of listening and speaking, reading and viewing and writing, and other ways of representing are interconnected. However, it is important that teachers, during their planning, provide opportunities for students to learn specific skills or combination of skills as appropriate. In Intensive Core French, the emphasis is on authentic communication and the development of literacy skills. This orientation must be reflected in both instruction and evaluation. Teachers must strive to ensure an equal balance among the language skills. At any point in time, depending on the theme and the related activities, the focus on one skill could be much greater.

Listening

(Refer to Stratégies d'enseignement de l'oral - Intensive Core French Support document - July 2009)

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

Students listen for a purpose; they focus on the main ideas of a text, and use information to complete tasks. Pre-listening preparation helps students to be focused.

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

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

Speaking

(Refer to Stratégies d'enseignement de l'oral - Intensive Core French Support document - July 2009)

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

Recommended oral production activities include:

- songs
- games
- role playing
- conversations
- interviews
- shared story-telling
- dramatic readings
- theatrical productions
- oral presentations
- improvisations

Reading
(Refer to Stratégies d'enseignement de la lecture - Intensive Core French Support document - July 2009)

Writing
(Refer to Stratégies d'enseignement de l'écriture - Intensive Core French Support document - July 2009)

Technology in Instruction

Technology in Instruction

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

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

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

Technology and Communication

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

Technology and Resources

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

Technology and Professional Development

The teacher has access to professional supports through technology. These include cultural information, dictionaries and reference materials, and professional organizations.

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

• Outcomes and themes determine the task.

• Resources are appropriate for the task and the age and abilities of students.

• Teachers adapt resources to meet learner needs.

• Instructions are clear.

• At the end of the task, especially when it involves a new resource or process, the teacher and students reflect on what has been accomplished.

Individualizing Instruction

Learner Needs

The Intensive Core French class includes learners of differing abilities and interests. The teacher should consider learner needs and interests when planning instruction. At the beginning of the year in particular, teachers assess oral and written strengths and areas of need. Teachers respond through the careful selection and adaptation of resources, and through a variety of instructional strategies and assessments. A supportive second language learning setting is critical at all times. Classes may have students needing additional supports and students capable of surpassing the prescribed outcomes.

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

Individual Support Services Plans

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

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

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

Documentation for teachers include:

- *Pathways to Programming and Graduation: A Handbook for all Teachers and Administrators;*

- *Co-ordination of Services to Children and Youth in Newfoundland and Labrador*

    - Individual Support Services Plans (ISSP)

    - Profiling the Needs of Children/Youth

Intensive Core French in Multi-Age Classrooms

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

- Develop a long-term plan based on grade combinations, gradelevel and keystage outcomes.

- Organize learning in order to respect outcomes.

- Keep records of long-term, multi-year plans.

- Select activities and resources to respond to individual and group needs, including enrichment.

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

- grouping

- learning centres (especially a listening centre)

- a thematic approach to program delivery

- common topics with differentiated projects or tasks for each grade

- projects with differentiated tasks for each student

- peer assessments

- shared reading

- common tasks but differentiated assessment criteria for each grade

Informing Others

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

Informing Others

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

Evaluation

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

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

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

Evaluation is an integral part of the learning process.

Assessment tasks reflect the outcomes of the program and the types of learning activities in regular use in the classroom. Evaluation is criterion-referenced; students are assessed on their achievement of the outcomes. The emphasis of the Intensive Core French program is on the development of literacy skills. The balance among these skills (speaking and listening; reading and viewing; writing and representing) needs to be maintained.

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

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

Evaluation is both planned and ongoing.

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

Evaluation requires both formative and summative components.

Formative

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

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

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

- It clearly shows the students the expectations of a particular evaluation.

- It serves as a working guide for the student(s) throughout the project.

- Upon completion of a particular piece of work, it serves as a precise and effective way to identify specific strengths and challenges of individual students.

- It provides for meaningful student/teacher/parent conferencing about the evaluation process.

- For the purposes of evaluation, it provides to students, parents and teachers a precise and clear picture of required needs and useful strengths.

Summative

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

Evaluation includes a variety of assessment techniques.

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

Assessment Techniques

Assessment Techniques

Assessment techniques for inclusion in an evaluation plan follow.

Projects

(Refer to Principes Fondamentaux - Intensive Core French Support Document - July 2009)

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

Teacher Observation

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

Interviews

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

Portfolios

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

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

Self and Peer Assessment

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

Self-assessment encourages students to:

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

For self and peer assessment, students need models of the responses expected of them. For example, the teacher needs to review the statements on a rating scale or a checklist before starting the task. For beginning students, rating scales may be a series of images, numbers, or one-word descriptions.

Using Rubrics

Rubrics

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

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

Resources on Evaluation

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

The Evaluation of Students in the Classroom: A Handbook and Policy Guide (1990).

Suggested Resources

Bandes Dessinées
Aquila Communications
    2642 Diab Street
    St. Laurent, PQ
    H4S 1E8

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

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

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

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

A collection of Children's Literature from Scholastic
    Les éditions scholastic - *http://www.scholastic.ca/editions*
    123, Newkirk Rd.
    Richmond Hill, ON
    L4C 3G5

Lire davantage - mini pact 1,2,3
    The Resource Centre
    P.O. Box 190
    Waterloo, ON
    N2J 3Z9

Collection Alizé - solo Bleu & *Solo Vert*
    Éditions du Renouveau Pédagogique Inc .
    5757, rue Cypihot
    Saint-Laurent, QC
    H4S 1R3

Collection GB+ Contes et théatre
> Chenelière Éducation
> 7001, boulevard saint-Laurent
> Montréal, QC
> H2S 3E3

Les séries - Vent Léger 1-4
> Éditions du Renouveau Pédagogique Inc .
> 5757, rue Cypihot
> Saint-Laurent, QC
> H4S 1R3

Petits Curieux
> Éditions du Renouveau Pédagogique Inc .
> 5757, rue Cypihot
> Saint-Laurent, QC
> H4S 1R3

Collection - Rat de bibliothèque
> Éditions du Renouveau Pédagogique Inc .
> 5757, rue Cypihot
> Saint-Laurent, QC
> H4S 1R3

Collection Alpha - Jeunes
> Scholastic Canada Ltd.
> 175 Hillmount Road
> Markham, ON
> L6C 1Z7

Collection GB+
> Chenelière Education
> 7001, boulevard Saint-Laurent
> Montréal, QC
> H2S 3E3

Zap Sciences
> Chenelière Education
> 7001, boulevard Saint-Laurent
> Montréal, QC
> H2S 3E3

Des Aventures de Partout
    Postal Pals
    2680 Clifford Road
    P.O. Box 487
    Smithville, ON
    L0R 2A0

GB+ en action
    Chenelière Education
    7001, boulevard Saint-Laurent
    Montréal, QC
    H2S 3E3

Lire et Découvrir
    Scholastic Canada Ltd.
    175 Hillmount Road
    Markham, ON
    L6C 1Z7

Apprentis Lecteurs - Sciences
    Scholastic Canada Ltd.
    175 Hillmount Road
    Markham, ON
    L6C 1Z7

Collection Coup d'Oeil
    Chenelière Education
    7001, boulevard Saint-Laurent
    Montréal, QC
    H2S 3E3

DVD - *Québec City - The Experience*
    Tralco Lingo Fun ISBN# 1-55409-114-4

DVD - *Une Visite à Québec*
    Tralco Lingo Fun

DVD - *Montréal - The Adventure*
    Tralco Lingo Fun ISBN# 1-5549-094-6

DVD - *Paris - The Experience*
    Tralco Lingo Fun ISBN# 1-55409-192-6

DVD - *From Acadien to Cajun*
    Tralco Lingo Fun ISBN# 1-55409-074-1

DVD - *Carnaval de Québec*
    Tralco Lingo Fun ISBN# 1-55409-090-3

    Tralco
    1030 Upper James Street, Suite 101
    Hamilton, ON
    L9C 6X6

O Canada - Notre hymne national
    Picture essay of Canada - ISBN# 9-78-439-974462
    Scholastic

Le Courage de Terry Fox
    par Maxine Trottier - ISBN# 9-780439-948890
    Scholastic

Fun French Plays

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

http://www.caslt.org
Activities incorporating technology into the French Second Language Curriculum

www.cpf.ca
Canadian Parents for French

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.

Teacher References

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

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

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

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

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

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

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

Appendix A

CURRICULUM OUTCOMES (Key stage - Grade 6)

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

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

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

CURRICULUM OUTCOMES (Key stage - Grade 6)

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

CURRICULUM OUTCOMES (Key stage - Grade 6)

GENERAL LANGUAGE EDUCATION: S*tudents 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 tens

    - orally and in written form

- use the stages of the writing process to produce writing of high quality, drawing from a variety of resources (e.g., dictionaries, models, grammar texts)

CURRICULUM OUTCOMES (Key stages - Grades 9, 12)

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

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

- listen attentively and understand the intention and meaning in oral texts delivered by a variety of speakers in familiar situations

- extract information from French materials in order to complete an authentic task (e.g., examine different sections of a newspaper and produce a class news presentation, research life of a favourite personality, etc.)

- select and read simple material on familiar topics for information and personal enjoyment

- extract information from French resources (e.g., informational magazines, atlas, pamphlets, etc.) and epresent 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 inFrench 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 Frenchspeaking 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 Frenchspeaking 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 presentday 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 lerning 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: prewriting, drafting, revising, editing and publishing

Appendix B

Curriculum Integration: Intensive Core French

Intensive Core French

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

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

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

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

Curriculum Integration

This section is under revision.

Administrative Issues in Curriculum Integration

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

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

Time allocated to Intensive Core French

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

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

Staffing

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

Teachers involved in curriculum Integration must have an in-depth knowledge of the elementary curriculum and more specifically, the Grade 6 curriculum, the prescribed outcomes and the learning resources. They must understand curriculum integration. Administrators must also understand curriculum integration and the recommended process.

Transfer

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

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

Guiding Principles

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

- Intensive Core French is an enhancement of the regular Core French. Its implementation should not result in less time being allocated to the regular Core French program at Grade 6 and at all other levels.

- Both Core French and Intensive Core French are important second language options. Administrators should promote learning in both Core French and Intensive Core French.

- The school staff, parents and students play a major role in the success of Intensive Core French. They must be implicated in the decision-making process from the start. Administrators should provide information sessions for parents and students on Intensive Core French and the local school council should have a role in the decisions regarding implementation of this option.

- Instructional time in Intensive Core French determines the amount of compacting of the prescribed Grade 6 curriculum. Instructional time should be set before beginning the compacting process.

- Staffing is an important consideration in Intensive Core French. Schools should ensure they respect the minimum allocation of 60% and maintain current levels of instruction in Core French.

- The ideal in Intensive Core French is a single teacher delivering the Grade 6 curriculum. This will greatly facilitate curriculum compacting. In the case of more than one teacher, it is important that curriculum compacting be done collaboratively.

- Professional development is an essential part of the successful implementation of Intensive Core French. Administrators should support professional development opportunities for Intensive Core French teachers.

- Transfer of language arts skills learned in French enables integration of English Language Arts. An independent reading program, such as a novel study, as well as journal writing in English, during the Intensive French period, helps keep students focused on English Language skills and helps achieve English Language Arts outcomes. Extra work should be limited to the independent reading program. To gain the maximum benefits of the intensive experience, students need to focus on the Intensive Core French program.

- Compacting should be done in a formal and systematic manner prior to the commencement of Intensive Core French. Teachers responsible for curriculum compacting should have an in-depth knowledge of the entire Grade 6 English program as well as the Intensive Core French program. They should use provincial curriculum guides, authorized teacher guides and manuals for specific subject areas. Periodic meetings should be held throughout the year to assess progress and monitor or modify compacting plans.

- Curriculum integration anticipates thematic linkages and complementary or similar outcomes. Teachers should organize cross-curricular thematic units whenever possible. This should facilitate compacting and ensure the attainment of prescribed outcomes.

- Students are knowledgeable, have skills and know how. They bring life experiences, prior knowledge, cognitive processes, and factual content to Intensive Core French. In integrating the curriculum, teachers should build their instructional plans to capitalize on these attributes.

- Formal and informal assessments provide useful information to teachers when they are teaching compacted courses.

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

The Curriculum Compacting Process

Three types of curriculum compacting are identified:

- skills compacting (e.g. language arts skills such as spelling, paragraph development, writing process etc.)

- cognitive processes compacting (e.g. comparing, contrasting, drawing inferences, problem solving, analyzing etc.)

- content compacting (e.g. content information in science, social studies, literature etc.)

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

- Analyze the outcomes of all prescribed Grade 6 curriculum areas.

- Identify linkages and areas of overlap across subject areas.

- Choose a subject area.

- Start with an instructional unit.

- Analyze the outcomes of the unit.

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

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

Sample Timetables

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

Sample 1

Percentage of Class Time Per Subject Area

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

Notes:

- In the above example, students receive approximately 330 hours of French instruction in the school year.
- Although no class time is allocated to English Language Arts or Art from September to January, these subject areas can be integrated from September to June.

Sample 2

Percentage of Class Time per Subject Area

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

Notes:

- From September to January where no time has been allotted, these subject areas can be integrated from September to June.

- Students receive 418 hours of French instruction over the school year.

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