Français - Immersion Kindergarten to Grade 6

A Support Document for Administrators

Newfoundland
Labrador

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Kindergarten to Grade 6

A Support Document
For Administrators

Terre Neuve
Labrador

Department of Education, Newfoundland and Labrador
Language Programs Section

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Acknowledgement

The present document is an English translation of Chapters 1 and 2 of the curriculum guides for *Français : Maternelle à 6ᵉ année – Immersion.* The translated version is intended as a support document for school administrators, specialist teachers and district personnel who work with French immersion students and teachers.

The full curriculum guide for Français at each of the grade levels can be accessed online at the Department of Education website:
http://www.ed.gov.nl.ca/edu/k12/french/immersion/francais/index.html.

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Program Overview and Rationale

The French immersion program is a distinct way of approaching teaching and learning in general using the French language. The program was devised for non-francophone students and is aimed at their acquisition of French through subjects taught in French from the time they start the program until they finish school. French is the language of instruction and, as much as possible, the language of communication in class.

In Newfoundland and Labrador, early French immersion starts in kindergarten and continues through Grade 12. The French immersion program provides learners with the possibility of better understanding their own culture and discovering the culture of francophone communities within Canada's multicultural context. This experience also allows them to perceive francophone cultures with a greater sense of awareness and understanding. Such understanding promotes the acceptance of all cultures and this vision will hopefully lead to greater appreciation of human diversity and value.

The time allocated to French-language instruction is broken down as follows:

Level	Percentage of instruction in French
K to Grade 2	100%
Grades 3 and 4	80% Minimum
Grade 5	70% Minimum
Grade 6	65% Minimum
Grades 7 to 9	30% Minimum
Grades 10 to 12	12 credits (240 hours per year)

The desired result is for students of Newfoundland and Labrador to be able to communicate in Canada's official languages, English and French. The study of a second language is a learning experience recognized as enhancing the social, emotional and intellectual development of learners.

Français as a discipline

The Department of Education has adopted a set of Essential Graduation Learnings that describe the knowledge, skills and values that prepare students for lifelong learning. The *français* program in French immersion establishes links between *français* and the Essential Graduation Learnings. This document provides information on the outcomes-based approach, while the full curriculum guide provides specifics on teaching, assessment and learning resources. These resources, both authorized and recommended, as well as the strategies proposed for teaching and assessment, help teachers plan learning effective learning experiences for students.

Effects of French immersion

Since first being implemented, French immersion programs have been the subject of many studies. Research has shown that, as far as mastering English is concerned, the performance of immersion students is comparable to that of students registered in English programs (Lapkin & Swain, 1984; Cummings & Swain, 1986; Genesee, 1987; Snow, 1987; Gaudet & Pelletier, 1993; St. Pierre, Lang & Morton, 1995, Bournot-Trites & Tellowitz, 2002).

As for subjects taught in French, results from various evaluations indicate that students in immersion achieve results equivalent to those of students not in immersion (Swain, 1979; Lapkin & Swain, 1984; Genesee, 1988; Snow, 1989; Gaudet & Pelletier, 1993; Bournot-Trites & Tellowitz, 2002).

Moreover, students in immersion express great satisfaction with their program and have a positive attitude towards the French language and culture (Genesee, 1990).

Goal of the French immersion curriculum

This curriculum outlines the framework for *Français* **in the primary and elementary grades**. It provides an overview of the program and the teaching and learning contexts as well as program components.

The main goal of the curriculum is to define the specific curriculum outcomes (SCOs) of the program and provide a general outline of the course. It also provides examples of teaching activities and strategies, examples of assessment activities and links with other resources or subject matter.

The Context of Learning and Teaching

French immersion program

All in French, and French in all!
Teaching in the French immersion program is based on the principle that a language and a subject taught in that language are learned simultaneously. Students in the early French immersion program learn French in all subjects and their growing linguistic abilities support their learning needs in all aspects of the program.

French, the language of communication
To be effective, the learning of a language must be intensive. In French immersion, students must understand French and use it to communicate. It is therefore essential that French be the language of communication in the classroom.

Language is learned in specific contexts with specific communication goals
Learning a language is effective when the process is all-encompassing and integrated. Students must be provided with a variety of authentic and meaningful situations in order to learn the language and develop higher level thinking skills and strategies.

Language and thinking are related
As students develop more complex thinking strategies, they look for more appropriate ways of expressing their thoughts. The acquisition of a language is progressive. For this reason, students must be provided with numerous opportunities to negotiate meaning and form, and to develop specific communication strategies.

Developing linguistic proficiency requires higher mental processes
Basic linguistic proficiency means using the language to achieve the first levels of the cognitive domain of Bloom's taxonomy (knowledge, comprehension and application). To attain a higher level of linguistic competence, students must use mental processes related to reasoning, to the formulation and manipulation of thoughts, to problem solving, and so on. Using the highest processes (analysis, synthesis and evaluation) should not be reserved solely for older students.

Teachers as excellent language models
One of the basics of the French immersion program is the role of the teacher as a language model. Students absorb the language progressively as they hear or read it. Since the classroom may be the only place in which the students are exposed to French, it is essential that teachers demonstrate a superior level of competence in speaking and writing French.

Nature of learning

Research on learning has shed light on the following principles.

Learning occurs in various ways

Every student has a unique way of thinking, acting and reacting. To meet the learners' various needs, the program must create all types of learning situations that stimulate the multiple intelligences and allow students to learn at their own pace and in their own way.

Learning is based on, and affected by, prior experience and knowledge

Learning is influenced by personal and cultural preconceptions as well as by the students' prior knowledge. In immersion, links must be created between the mother tongue and the second language, especially in areas of linguistic transfer. It is important to encourage students to formulate their own hypotheses in communication situations and to develop strategies that lead to personal solutions.

The environment influences learning

Students learn better when they feel accepted. The less threatening the learning environment, the more students feel able to take risks, learn and develop positive internal attitudes and visions. In the French immersion program, students should be encouraged to take risks in their use of the language and not to fear making mistakes.

Attitudes influence learning

Students become physically and emotionally engaged in accomplishing tasks when these are concrete, interesting and achievable. While their aim is to achieve the prescribed curriculum outcomes, these tasks should correspond to the students' talents and interests.

Learning is constructive and fulfilling

Learning is easier when the language used is appropriate to a specific context. Comprehension and ideas developed by the students are progressively broadened and reconstructed as they learn and perfect their ability to conceptualize these experiences. Learning requires the active construction of meaning. This involves creating links between new learning and prior knowledge and experiences.

Learning takes place through projects and problem solving

Learning is more robust when students work independently or in teams to identify and solve problems, and doing so with others is a major source of motivation, support and contextualization. This kind of learning helps students acquire a base of knowledge, skills and attitudes that allow them to explore ever more complex concepts in a meaningful context.

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Nature of teaching

Students' learning styles determine the strategies used by the teacher. The following principles must be taken into consideration when teaching any subject.

The content must be made meaningful and accessible for the students
It is up to teachers to suggest stimulating and motivating learning situations to the students. These situations use the experiences, knowledge and interests of the students as a starting point and take into consideration the curriculum outcomes of the program.

Teachers are guides and facilitators
Teachers are not providers of knowledge but rather learning facilitators. They organize activities to promote the discovery of knowledge and in so doing become partners in a dynamic learning process.

The learning environment promotes intellectual development
It is the teacher's responsibility to create a non-threatening atmosphere and plentiful opportunities to teach students how to develop higher level mental skills such as analysis, synthesis and assessment. The teacher's task is to structure student interaction with respect, integrity and safety to promote reasoning and intellectual development.

Teachers encourage cooperation among students
While they should allow time for individual work, teachers must also promote cooperative work. Students acquire the skills and abilities they need to work and learn when they work together in structured activities.

Teachers promote various styles of learning
Teachers must be aware that teaching styles are just as diverse as learning styles. Teachers must first observe how the students learn best in order to determine their learning styles and their many types of intelligences. An effective series of teaching strategies will then have to be devised in order to respond to student profiles.

Teachers provide for individual reflection
Students must be aware of how they learn. Reflection and self-assessment allow students to create links between their new and existing knowledge, and to transfer the acquired knowledge to new situations, which is how they accept the responsibility of constructing their learning.

Teachers focus on the learning process
Teachers must encourage students to take risks when thinking and analyzing. They must be allowed to participate actively in the learning process so that they can acquire new knowledge and skills in critical reasoning and creative thinking.

Students at the primary level

The years in primary school are those during which the basic values, skills and essential concepts are first moulded. In French immersion, these elements develop within the second-language environment, as language is the learning tool throughout the program.

The years in primary school are critical to learning and it is at this time that literacy and numeracy are stressed, in order to support learning throughout the duration of the program. Teaching strategies must be varied and meet individual needs so that students attain their highest possible individual achievement. To create an integrated approach to learning at the primary level, concepts, values and skills are often integrated in a way that is meaningful for students in all areas of the curriculum, including *français*, science, mathematics, social studies, music, art, physical education, health and religious education.

In the primary years, students start learning through a concrete hands-on approach. Experience is therefore essential to their success. They take great interest in their immediate surroundings. Consequently, the school environment must be stimulating and provide suitable challenges. On the intellectual level, students in primary school usually function at a practical level. The most effective way to meet their learning needs is to have them progress from practical experiences to semi-abstract and abstract ones. Students in primary school usually interpret things very literally.

A fundamental need for all primary school learners is for their experiences to have meaning. Students in early French immersion must be seen as active learners who build their personal knowledge of the world and a personal French vocabulary through interaction with people, objects and ideas. This principle must guide all pedagogical planning.

Every child is unique. In any group of children, many differences in learning rhythms and styles, experiences and interests can be found and must be respected. Individual differences must be recognized and targeted. Although standards of excellence are established for all students, the only viable goal is for each student to progress as far as possible on their personal path towards excellence. Improvement in student performance and achieving their potential is therefore dependent on a process involving various domains and curriculum areas.

Intellectual domain

Intellectual development is the process of comprehending while acquiring and building knowledge. Students develop strategies to resolve complex problems. They learn to reason and to communicate in French and take responsibility for their own learning. They ask questions and challenge the answers. They become thoughtful and aware learners.

Artistic domain

The students are exposed to artistic processes and products of a variety of types and cultures. They are given the opportunity to create, perceive and communicate using artistic expression. Their skills in critical thinking, analysis and problem solving are developed and applied in real learning experiences. The experiences that artistic disciplines offer enrich students' understanding of their own and other cultures.

Emotional domain

The learning environment provides primary students with security and support. Positive feelings towards oneself, towards others and towards learning are constantly encouraged. Learning must be structured and scaffolded so that each student experiences success.

Social domain

Learning to cooperate with others is an essential dynamic in life. The class is a community of learners. Having to wait their turn, share materials, work together to solve problems and cooperate when working in teams to achieve specific objectives equip students with the social skills they need for life in society.

Physical domain

Physical well-being is essential to life and learning. Students must be given opportunities to move and develop their motor skills, and must be motivated to respect and want to take care of their bodies. They must also be taught how to show respect in including and integrating people who have unique physical disabilities and to promote such inclusion and integration.

Spiritual and moral domains

It is natural for primary students to look for answers to their questions, especially when these relate to their own experiences. Developing self-awareness, learning to appreciate others and becoming a responsible member of society and the world are integral to this aspect of education. These explorations form the basis of a complete and well-rounded value and belief system.

Students at the elementary level

While some general characteristics for students at the elementary level have been identified, it should be recognized that these characteristics vary at each grade and age. Each young learner is a unique individual and any attempt to classify must be regarded as extremely general. At the beginning of the elementary grades, the student is in transition from childhood to adolescence. This period bridges the gap between the foundational years and the years leading to maturity. The student shows improvement in language skills, acquires study habits, employs the art of asking more in-depth questions and begins to develop more cognitive reasoning.

The adolescent years between the ages of 10 and 14 represent the developmental stage that leads to maturity or adulthood. Since educators have an important role in helping young people prepare for the next stage in their development, they need to know and appreciate characteristics of students at this stage and their application to learning.

During the elementary years, the young adolescent experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster the development and learning of students at this level.

Physical domain

For pre-adolescent learners, the overall physical growth during a year is much less rapid than in early adolescence. Gross motor skills are improving and activities using large muscles are easily accomplished. Fine motor skills are still developing and students enjoy activities using these skills. What is taught and how it is taught should reflect the range of needs and interests of students.

For early adolescent learners, however, development is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," they experience periods of over-activity and listlessness—a tendency that overtires them until they learn to moderate their activity.

All learners at the elementary level need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction, and establish a healthy, stable classroom environment. To channel their energy, these students require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests of students.

Social domain

At this stage of development, pre-adolescent learners become more interested in group involvement and sociability. They are often cautious and fear failure. They are hesitant to demonstrate affection. Parental involvement in their lives is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. These young people benefit from opportunities to work with peers in collaborative and small-group learning activities. However, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Young people in this age group tend to collect items. What is collected may depend largely on personal interest. They are also interested in arranging their collections, which can be of educational value.

Early adolescent learners at the elementary level are searching for greater autonomy as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes, and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a demand for independence and a desire for guidance and direction.

At this time authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults. Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Emotional domain

Each student has an emotional dimension and learns best in a safe, supportive environment. Positive feelings towards self, others, and learning must be continuously promoted by the school. As children move from grade four to grade six, they are encouraged to become increasingly independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning must be structured so that every student experiences success. Learners need to be encouraged to become more reflective and introspective, and be given opportunities to consider ideas that are both of general and personal significance.

Early adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change from one moment to the next, they are often unpredictable, and their feelings tend to shift between superiority and inferiority.

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Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group, contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences. To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decision making skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues that are of concern to them.

Intellectual domain

Intellectual development varies tremendously among learners in the elementary grades. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. Elementary students need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, these young learners should be exposed to experiential learning where they can apply skills to solve real-life problems, and question and analyse significant issues. These young people have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Young adolescents may be unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Developing Literacy in French Immersion

Literacy can be described as interaction with a text, in other words, the aggregate of knowledge, skills, attitudes and values related to the culture of the written word, by means of speaking, reading, viewing, writing, representing, understanding and acting (Masny, 1994). In French immersion, the development of literacy in a second language is achieved using a rich and balanced program. This type of program provides students with opportunities to interact frequently with a broad range of French-language texts in a variety of contexts and in numerous fields of study:

- listening and oral expression (e.g., verbal exchanges, discussions, dialogue, interviews, skits, dramatizations, songs, debates, and formal, informal, prepared and unprepared presentations);
- reading (e.g., aloud, shared, guided, silent and individual);
- viewing (e.g., visual texts, posters, illustrations and paintings);
- writing (e.g., shared, guided, interactive, modeled, on demand and using the writing process);
- representation (e.g., drawing, illustrations, collages, cartoons, dramatizations, skits and sketches).

Spoken and written French

Developing the ability to express themselves in oral and written French is of primary importance in the developmental growth of students in French immersion. Teachers are therefore responsible for developing and maintaining an atmosphere in class that is favourable to the development and enrichment of French. Students must be made aware of linguistic efficiency in terms of both thinking and communication. Opportunities for speaking French must be maximized and the quality of French constantly monitored, with particular attention to the clarity and accuracy of oral and written communication.

Literacy in a second language

The early French immersion program is based on the hypothesis that the development of literacy in a second language depends on the integration of linguistic processes, skills and strategies in concrete learning situations. To become literate is to develop knowledge and skills to produce, comprehend, analyze and interpret a range of texts. The knowledge, skills, attitudes, values and behaviour relating to oral and written culture are evolving constantly as learners interact with various texts.

Continuums of development

Students in immersion develop at their own pace. The continuums of reading and writing development in immersion are shown in the appendices. It is important to note that **these continuums do not correspond to academic levels**, but describe the predictable phases of reading and writing development in students, who are at different stages of reading development regardless of academic level. **Teaching must be focussed on meeting individual needs** as students progress in the development of literacy.

Multi-resource approach

Students and teachers are living in a time of change characterized by a wildly expanding body of knowledge. Learning must henceforth be continuous, which is why the learning process is more important than the content: students have to learn how to learn. A resource-based approach advocates the use of a wide array of texts rather than a single resource. Resources worth exploring with students include children's literature, multimedia, telecommunications, contributions by various participants and a wide range of documents of all types.

Definition of "texts"

In this document, the word "text" is used to describe any linguistic event, be it oral, written or visual. In this sense, a conversation, a poem, a novel, a poster, a video clip, a televised broadcast and a multimedia production, for instance, are all texts. This term is an economical way of suggesting the similarity between the skills used for watching a movie, interpreting a presentation or reacting to a story or a newspaper article. This extended concept of "text" takes into consideration the range of texts with which we interact and from which we extract messages.

Critical literacy

Literacy, as it was considered previously - namely the capacity to decode and grasp the meaning of a written text - as being vital in and of itself, is no longer sufficient preparation for students growing up in today's ever more complex world. Critical literacy is becoming more and more the focus of continuous effort to give students the strategies to help them grow to become autonomous, aware and involved citizens.

Although critical thinking and critical literacy are often used interchangeably, they are not the same. Temple (2005) describes the difference in this way: "Whereas critical thinking focuses on claims and their support, on interpretations and applications, critical literacy has a more sceptical slant, and something of a political orientation."

According to Temple, critical thinking starts from the assumption that we are often governed by our prejudices and our use of language in a clear and rational way can free us from these prejudices. Teachers encourage students to analyze carefully what is heard, read or viewed and to share their own interpretations in a clear and rational way that is well supported with evidence.

Critical Literacy goes beyond this belief and starts from the premise that language is never neutral and is always used in a context that involves power relations. There is great emphasis on perspective and students are encouraged to read any text (book, visual movies, advertisements, news report) "against the grain" in an attempt to identify relationships and perspective. During this deconstruction, students are encouraged to identify such things as who is writing the text and whose interests are being served in an attempt to gain an understanding of perspective. Once identified, students are encouraged to reconstruct the text in an attempt to redefine it from another perspective. Critical literacy also involves taking action to make change for a more socially just world. Issues from the student's own environment are used for analysis as are issues from other texts found inside and outside of school.

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When we say that the meaning of words is a social construct, we mean that most things known or understood about the world and the people around us are determined according to cultural and social expectations and the ways in which we position ourselves with regard to others.

One cannot presume that the laws, values, customs, traditions and ways of doing things that are learned in a given context will be interpreted and accepted universally the way they were learned. The language used varies with the situation in which people find themselves. Critical literacy means examining and learning to examine these concepts. Knowledge, truth, education and language can never be neutral or devoid of context—they are constructed by people who have a specific history and point of view. Critical literacy means bringing these hypotheses into question. It aims to make learners aware that they create and are created through images, and that they learn how they are meant to think, to act and to be through the numerous texts that surround them.

While many educators believe that critical literacy is a concept for high school, others such as Vasquez (2003) believe that: "A critical literacy curriculum needs to be lived. It arises from the social and political conditions that unfold in the communities in which we live." In her book, *Negotiating Critical Literacies With Young Children,* Vasques outlines how she used everyday texts from school and community to negotiate a critical literacy curriculum with her 3-5 year olds pre-kindergarten class.

Alan Luke (1994) argues that the coming of the internet has exposed students who are just old enough to click a mouse to whatever arguments anyone with access to a computer wishes to aim at them. He continues to say that students at a very young age need to be able to have the skills to "sift and distill" information and that this ability has to become part of what we should consider the new basics for the 21st century.

The *français* program provides ample opportunities to reinforce skills in critical literacy, which is the ability to deconstruct various types of texts to determine the social, historical and economic aspects of a situation. While one of the goals of the program is to give students the tools they need to become thoughtful and aware citizens, the students must be taught to deconstruct the various texts and images that saturate their lives and to ask themselves questions such as:
- Who created this text (oral, written, visual, media, etc.)? How old are they and what is their sex/race/nationality?
- How do these elements affect the text?
- For whom was this text created?
- What is the theme of the text and how is it presented?
- How could this theme have been presented differently?
- Who or what was included and who or what was omitted?
- What does this teach me about others and their place in the world?
- What does the text mean for me and what could it mean for others?

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- Does this text challenge my beliefs?
- Does it confirm what I believe to be true? Why?
- What effect could this text have on me?

Critical literacy teaches students to make decisions intelligently, thoughtfully and humanistically when they are confronted by new concepts. It encourages them to keep an open mind in their quest to explore several facets of the same issue. It is due to critical literacy that students can take part in conversations that help them broaden concepts, which they can later apply in real life to build a more just world.

Media literacy

Media literacy is the ability to understand how mass media, such as television, movies, radio, still images and magazines, function— how they promote meaning, how they are organized and how to use them judiciously.

The influence of media (television, film, videos, magazines, posters, still images, ads, computer games, popular music, and others) is pervasive in the lives of today's students. It is therefore important that students learn to use media resources critically and thoughtfully as early as primary school.

Media literacy is a form of critical thinking about the message conveyed by mass media. At this level, students can continue to develop media literacy by asking themselves questions such as: *What is the message? Who is sending the message? Why was this message sent? How was this message sent? To whom is this message addressed?*

Students interpret messages conveyed by media using their prior knowledge and experiences. After examining the links or connections that they have established, they can learn to analyze and assess ideas, values, techniques and contexts of media messages. It is important to integrate media literacy activities into the curriculum. Below are some examples of this type of activity:

- Examine the presentation and characteristics of children's magazines.
- Visit a newspaper office.
- React personally to a poster, a still image, an ad, a video or a movie.
- Write captions for various images.
- Prepare a collage of illustrations to express a feeling or to present a theme.
- Write a story to accompany a photograph or a painting.
- React to artistic illustrations in picture books.
- Think about the font and the effect it can have on the message or the meaning conveyed.
- Create visual images to accompany a story, a book or a poem, and discuss the reasons that explain the choices.

New literacies

Inasmuch as the outcomes for *français* address the need for students to engage in new literacies, it is vital that teachers become conversant with emerging technologies and the many possibilities that exist for students to engage with both new technologies and new literacies.

As technology continues to advance at a rapid pace, the concept of literacy also changes. The forms and functions of literacy, as well as literacy instruction itself, are largely determined by the continuously changing social forces at work within any society and the technologies these forces produce. (Leu, Linzer, Coiro and Cammack, 2004) If society determines what is necessary and important in terms of literate practices, educators are bound to consider the technology that is available and how this technology can be used to redefine citizens in a global information age. It needs to be asked, "What do we want students to become and what types of literacies will benefit them in the future?"

It is important to understand that simply using technology in the classroom to teach foundational literacies or basic skills will not prepare students for the new literacies of the internet and other information and communication technologies (ICTs). Instead, there is a need for teachers to rethink what is done in the name of integrating technology. The attempt to integrate technology in the classroom has often resulted is using the computer to complete work that deals with some very basic skills in a way that could just as easily been completed using paper and pencil. An example of this would be to use software packages to teach the basics of reading or writing (Leu, Linzer, Coiro and Cammack, 2004).

It is necessary to explore emerging technologies with students in order to help them determine how the technology can be used to enable them to access new literacies. Some of the emerging technologies include word processors, video editors, web logs (blogs), e-mails, spreadsheets, presentation software, instant messaging, avatars, virtual worlds, wikis and others. How we engage in these technologies determines the extent to which the literacy is *new.*

It is important not to think of the technology itself as a new literacy. Rather, it is necessary to consider the possibilities for engaging in the emerging technology and to recognize that simply using the new technologies in an old way will not qualify as a new literacy. For example, if the only thing students are expected to do with web logs (blogs) is to record diary entries, then they are simply using a new technology for an old literacy. The same outcome could be achieved using paper and pencil. However, if students are permitted to tap into the potential of this technology in a way that will have them collaborate with others and explore ways in which other technologies can be used within the blog, then they will be immersed in new literacies.

To further illustrate the notion that new literacies require "collective participation and collaboration" (Lankshear and Knobel 2007), consider the attention being given to the different models of software development such as "Web 1.0" and "Web 2.0". Web 1.0 can be considered the *read-write* web (Wiber 2010) where information is located on the web for the user to interact with but it is unchanging. The information is really one dimensional. By contrast, texts within Web 2.0 are changeable. It is easy to publish, blog, post, and edit. One major change with Web 2.0 is that authorship is open, collaboration is common, and expertise is shared. As another example, interactive white boards are very common in classrooms today; however, teachers have to be careful not to use them simply to teach the old basics or to relay information (note taking) in the same way as teachers did many years ago using a black board. Knowing this, teachers must be very careful not to use these new technologies in an old way.

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Responding to the Needs of All Learners

The French immersion program is devised to accommodate the unique characteristics of students whose needs, skills and learning styles differ. In this program, learning is influenced by many factors, including the social and cultural context and the degree to which individual needs can be met. Teachers must take into consideration the students' needs, experience and interests when planning learning activities. As they seek to get to know and to validate the diversity of French immersion students, teachers must look for ways to:

- establish a climate for asserting the self-esteem and value of every student;
- encourage risk-taking in communication;
- show themselves to be sensitive to the communication needs of students who are experiencing emotional difficulties;
- give students the opportunity to work in a variety of group contexts and situations;
- recognize students`learning styles and adapt to them; and
- devise learning tasks and assessment methods that maximize the strengths of the learners.

Fairness and diversity

Society is linguistically, ethnically, culturally and socially diverse. The students' diversity is accepted and valued in an atmosphere of confidence, acceptance and respect. To contribute to achieving fairness and to value diversity in education, the French immersion program must:

- reflect students' talents, needs, interests and learning styles;
- allow students to be successful regardless of their sex, race, ethno-cultural background, social status, lifestyle or skills; and
- encourage students to appreciate the differences among their classmates.

Teachers must ensure that their academic resources and practices reflect the various points of view in a manner that is positive and fair. Teachers' and students' horizons are broadened by the choice and use of a wide variety of resources and by the enriching experiences they have. Students learn as much through their differences as through their similarities. To emphasize their appreciation of diversity, students must be able to:

- communicate with people who differ in their speech, attitudes, knowledge and points of view;
- critically examine various experiences and perspectives within a social and cultural context;
- examine why certain readers draw different messages from the same text;
- discover various types of writing and other means of representing experiences, points of view and ways of thinking;
- study the means through which language and imagery can create, strengthen and perpetuate sexual, cultural and other stereotypes; and
- challenge prejudice and discrimination engendered by inequalities for certain members of society.

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Teaching and assessment practices must:
- be free of racial, ethnic, cultural, sexual and socio-economic prejudice;
- discern materials, resources and experiences that represent racial, ethnic, cultural, sexual and socio-economic prejudice as well as the students, parents and teachers who seem to hold such prejudice and try to resolve the problem; and
- promote fairness by providing students with equal opportunities to learn and to demonstrate their learning.

According to Tomlinson (2004), fairness and respect for all students and assuring growth and success for all students should be priorities for the classroom of today. To achieve this, differentiated instruction is required, instruction that is responsive to the differences between students and develops each student's potential to its maximum. The differences that exist between students cannot be ignored. The performance level of each student must therefore be monitored and, on that basis, necessary modifications made to teaching methods, strategies and techniques.

Gender Issues

In recent years, much research and discussion has been focused on the differences between boys and girls and how those differences affect school success. For example, there are those who believe that today's schools are not designed to meet the needs of boys.

Christopher Spence (2008) says that *"In education it is important to strive for equity, or equal access to benefits that a system has to offer."* This does not necessarily mean that students must be treated in exactly the same way. Rather, equality requires *differential treatment*. The Department of Education has placed significant emphasis on differentiated instruction and inclusive practices over the past number of years. It is through such work that we can get at the heart of the issue of gender differences.

Spence believes that while justice for our boys means understanding their needs and ensuring that teachers deliver a boy-friendly classroom, it doesn't mean doing so at the expense of girls. Just as there are differences between boys and girls, so too there are differences *within* groups of boys and girls. The key is for teachers to get to know the background and needs of each student. The following strategies may be useful for teachers:
- Use display area for literacy which includes examples of what students need to work towards. For example have exemplars posted at different levels in the rubric to demonstrate to students what they need to be working towards.
- Offer a literacy-rich environment full of books, magazines, software, etc. that appeal to both boys and girls.
- Create a computer station with two or more chairs at each, with a wide variety of software.
- Encourage multi-media presentations. Varying the methods of representing knowledge can help address the varying needs of *all* students.

- Provide quality literature as models for writing – both fiction and informational texts. Encourage students to refer to these models when engaged in writing.
- Provide direct instruction in writing. Allow opportunities for daily writing about topics which are self-selected. Choice is a great motivator.
- Encourage student conversations about their writing. Small group settings to chat about what they have written and to share likes and frustrations are very beneficial.
- Share books in a variety of ways including read alouds. All are helpful in encouraging students to read and write.
- Ignite students' interest in reading/writing by knowing their strengths, needs, interests and motivations.
- Continually create the connection between reading and writing. It is through reading that the skill of vocabulary building is developed.

The strategies listed above are simply some characteristics of excellent teaching practice aimed at meeting the needs of all students regardless of gender. By having teachers become more aware of the underlying philosophy of differentiated instruction and inclusive education, there is a greater chance that boys and girls will have their individual needs met.

Teachers provide the essential ingredients for students' academic, emotional and social success when their classrooms include:
- respectful relationships among students and between teacher and students;
- acceptance and promotion of diversity ;
- allowance for student voice and choice;
- differentiated instruction and assessment practices;
- a genuine care and concern for all students.

As David Booth (2008) suggests in his foreword to "The Joys of Teaching Boys" written by Christopher Spence, *it all comes down to providing authentic writing experiences drawn from the boys' life stories, from the texts they read and from the curriculum projects that interest them; we can engage them in creating narratives, poems, and essays and reports that they find meaningful, that they will care about and own."* Those words are equally applicable to girls. Gender issues can be addressed successfully when beliefs and practices embrace and provide for *all* differences.

Differentiation in an immersion class

Differentiation is a process of teaching and learning that allows for the different abilities of students in the same class. Just as students in any given class vary in strengths and abilities, students in French immersion classes have different skills and different needs. In fact, in the last few years, a wider range of students than ever have enrolled in French immersion programs. The challenge for immersion teachers is to adapt their teaching to students who learn in different ways and at different rates and who have varied talents, interests and linguistic skills. These differences must motivate teachers to reflect on their pedagogical practices and on their method of managing these differences.

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Management of differences

Just as in classes taught in a mother tongue, students in early French immersion classes can face numerous challenges related to behaviour, oral or written communication, reasoning, learning and physical characteristics. Research and experience have shown that the second language teaching and learning environment can be beneficial to students with special needs and learning difficulties. It is incumbent on teachers to take these challenges into consideration by using a variety of teaching and learning strategies and by adapting their instructional interventions to the particular needs of their students. In this way, the French immersion teacher promotes the success of all students.

Allowing for differences means, above all, recognizing each student's right to make progress and to grow in self-esteem. Moreover, the management of differences presupposes an acquaintance with each student and with that student's learning profile, which makes it possible to provide each student with appropriate and effective teaching, while implementing thoughtful and planned interventions (Caron, 2003; Tomlinson, 2004). Within the classroom setting, the teacher can react in various ways to the strengths and needs of students. Recent research on learning and brain function sheds new light on the teaching and learning process as well as on pedagogical techniques and strategies that are used not only with students with special needs but with all students.

Recent research and pedagogical strategies

In the immersion class, pedagogical practices must also take into account the results of recent research on second-language learning. Recognizing that each student develops in an individual way and at a unique pace, teachers plan their instruction, bearing in mind the differences in maturity and development as well as the different styles of learning. By adopting an empirical and constructivist approach, the teacher chooses and plans the students' learning experiences with discernment, ensuring that students participate actively in different types and modes of activity. Recent publications on brain research, learning compatible with brain function, prior knowledge, multiple intelligences, mental management, learning styles, cooperative learning, learning strategies and differentiated instruction can help the teacher incorporate a wide variety of teaching techniques and approaches to motivate students and meet their various needs, while ensuring linguistic growth for all students.

A learning environment that promotes differentiation

According to recent research, there are several ways of creating a learning environment that promotes differentiation:
- using different teaching methods;
- catering to students' various interests;
- using different levels of teaching:
  - facts (knowledge);
  - concepts and principles (understanding);
  - abilities (know how to do); and
  - attitudes.

Differentiation means proactively engaging students where they are, rather than using an approach that presumes all students of the same age or in the same class are essentially identical. Differentiated instruction is, therefore, a receptive process that is not uniform and is based on the position that pedagogical approaches should be varied and adapted to individuals and to the different students in the class.

Teachers must proactively plan various approaches based on what the students need to learn and the mode or style in which they best learn or communicate what they have learned. The goal is to increase the probability of each student's learning as much as possible, as effectively as possible. Teachers must therefore use flexible groupings, working with the entire class, groups and individuals. They must choose a flexible approach and adapt the program and the presentation of information to the students in the class. They should not expect the opposite, in other words that the students adapt to the program (Tomlinson, 2003; Hall, 2007).

Students in the same class do not all have the same skills or needs. Continuous observation during daily activities demonstrates these differences. Teachers must adapt the physical environment, the approaches, the strategies, the content and the assessment methods in order to meet the needs of each student. They must constantly search for better ways to facilitate learning in order to allow students to develop their full potential. According to Tomlinson (2004) and others, teachers must make the necessary adjustments to one or more of the following elements in any learning experience:
- *content* – what the students will learn and the instructional materials that support the targeted learning;
- *processes* – the activities that allow students to understand key ideas using essential skills;
- *product* – how students demonstrate what they have learned and what they can accomplish after a certain learning period; and
- *learning environment* – the classroom setup and the organization of time, space and materials that supports learning by all students.

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To meet students' various needs, teachers can:
- present a variety of materials to respond to various learning styles;
- choose media based on the students' needs;
- allow students to choose certain activities from among several;
- involve the students in planning activities;
- interact and frequently work with the students, alone or in small groups;
- consider each student's "individual biological clock";
- vary teaching strategies, methods and techniques; and
- modify the learning environment to better promote learning.

Moreover, teachers should consider ways to:
- offer a climate and devise learning experiences that recognize the self-esteem and value of all the learners in the class;
- redress educational disadvantages, for example, for students who live in poverty;
- model the use of inclusive language, attitudes and actions to support all learners;
- adapt the classroom layout, teaching and assessment strategies, time and educational resources to meet the needs of students, and have them derive support from their strengths;
- give students the opportunity of working in a range of learning situations, including differentiated and multi-age classes;
- determine students' various learning styles and respond accordingly;
- ascertain the level of knowledge, the skills and the attitudes of each student;
- develop learning and assessment tasks which build on areas of student strengths;
- encourage students to use their areas of strength in solving problems;
- use students' strengths and skills to motivate and support learning;
- provide many and varied opportunities for learning; and
- support and scaffold students in learning tasks that the students thought were too difficult for them.

The following table provides several suggestions for possible differentiation strategies:

Differentiation of content	Differentiation of process	Differentiation of product
• Bloom's Taxonomy • Varied teaching complexity • Various resources (authorized and other) of varied complexity • Compacting the program and learning outcomes • Tiered activities • Guided reading • Guided practice • Specialized contracts • Self-learning • Varied content	• Varied content and pedagogical material • Different amounts of time and support • Various methods of presentation • Various methods of practice and performance • Extensions of interest • Optional studies • Group work using cooperative learning structures such as the "jigsaw" technique • Learning centres / Interest groups • Literature circles • Tasks based on multiple intelligences or preferences of style • Various and flexible groupings: individual, pairs, groups	• Various performance tasks • Projects and products (according to Bloom) • Tiered projects • Learning contracts • Self-learning • Choice of tasks based on multiple intelligences or learning style preferences • Various methods of presentation • Comprehension and skills • Group discussions

Source: Adapted, in part, from the New Brunswick Department of Education, 2004

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The constructivist approach and research on brain function

The constructivist approach to learning advances the importance of knowledge, beliefs and skills that an individual brings to the learning experience. It is aware that construction of new knowledge or understanding is based on a mix of prior knowledge, new information and readiness to learn.

Prior knowledge

Gradually and actively, students construct their knowledge by creating links between the information presented to them and their prior knowledge. The new information is added to the prior knowledge either to confirm it, call it into question or replace it, as the case may be.

This aspect of learning has an important consequence for teaching. Teachers must recognize the significant power of prior knowledge in learning. They must then grant it a place of privilege so that it does not predominate over the new knowledge that students must develop. Teachers must create an environment and plan situations that allow students to build their knowledge gradually.

Teaching with the brain in mind

A constructivist approach to teaching is based on the results of recent research on the human brain and on our knowledge of the learning process. Caine and Caine (1991) suggest that teaching that is compatible with brain function is based on 12 principles:

- *"The brain is a parallel processor."* It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.
- *"Learning engages the entire physiology."* Teachers cannot only address the intellect.
- *"The search for meaning is innate."* Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.
- *"The search for meaning occurs through 'patterning'."* Effective teaching connects isolated ideas and information with global concepts and themes.
- *"Emotions are critical to patterning."* Learning is influenced by emotions, feelings and attitudes.
- *"The brain processes parts and whole simultaneously."* People have difficulty learning when either parts or the whole are overlooked.
- *"Learning involves both focused attention and peripheral perception."* Learning is influenced by the environment, culture and climate.
- *"Learning always involves conscious and unconscious processes."* Students need time to process "how" and "what" they have learned and the manner in which they have done so.
- *"There are at least two types of memory: a spatial memory system and a set of systems for rote learning."* Teaching that heavily emphasizes rote learning does not promote spatial, experiential learning and can inhibit understanding.
- *"People understand and remember best when facts and skills are embedded in natural spatial memory."* Experiential learning is most effective.

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- *"Learning is enhanced by challenge and inhibited by threat."* The classroom climate should be challenging but not threatening.
- *"Each brain is unique."* Teaching should be multi-faceted to allow students to express their cognitive preferences.

Research on the human brain postulates that a one-dimensional approach to teaching in class can not only be ineffective but can inhibit certain students. Recent documentation in this regard indicates that a learning environment compatible with brain function must be created.

- Not all students need to be doing the same thing at the same time. Some group work is, therefore, appropriate.
- Students are not all at the same level of ability and they don't learn in the same way. It follows that different groups within the same class should be working at a variety of different levels of complexity and/or difficulty simultaneously, but at different rates.
- Students need to be actively involved in making decisions and modifications to their learning efforts.
- Students need appropriate challenges, a secure environment, an opportunity to explore ideas and have fun learning.
- Students need to learn to ask questions, think and interact verbally.
- Students need to be able to construct meaning by interacting with peers, problems, issues and with materials.
- Learning is more effective if concepts are learned in context and related to existing knowledge. Content needs to be relevant, integrating multiple aspects simultaneously.
- Peer teaching may be as valuable for the child who is "teaching" as for the "learner."
  (adapted from *Brain Research* in *Enhance Learning with Technology*, http://members.shaw.ca/priscillatheroux/brain.html)

Thinking skills

The basis of effective and functional learning is the development of productive thinking skills and mental habits. Such development allows students to manage their learning and to transfer their knowledge into different and more complex contexts. These thinking skills and mental habits must, therefore, be subject to direct instructional intervention. Teachers should plan for instruction that allows students to:

- practise critical thinking;
- develop creative thinking; and
- learn self-monitoring strategies.

Critical thinking is convergent. It means using conclusive criteria and elements to assess the value and validity of information and to formulate reasoned judgements. To come to such judgements, a distinction must be made between facts and opinions or interpretations, there must be recognition of the perspectives and biases, and the consequences of decisions and behaviours should be taken into consideration.

Creative thinking is divergent. It consists of formulating ideas and broadening various steps and possibilities, frequently calling recognized principles into question.

Self-monitoring refers to mental (metacognitive) strategies that allow students to become aware of their own cognitive thoughts and activities and of the effectiveness of their own actions. Mental self-monitoring strategies render the actions more conscious and better controlled; they make students more active in their learning and more conscious of their learning process. Metacognitive strategies allow students to monitor, regulate and manage their learning. They can include strategies to:

- organize thought;
- plan tasks;
- assess learning;
- review the process followed; and
- review the knowledge acquired.

To promote the development of these skills at the metacognitive level, teachers need to address them explicitly, using the think-aloud technique and including modeling (how and when to use a certain strategy), shared, guided and cooperative practice, and feedback.

Multiple intelligences

The theory of multiple intelligences is a cognitive model perfected in the 1980s by psychologist Howard Gardner of Harvard University. Research on intelligence conducted in the last 50 years shows that intelligence is multi-faceted. According to Dr. Gardner, the expression of intelligence can take many forms:

- verbal-linguistic
- logical-mathematical
- visual-spatial
- bodily-kinaesthetic
- musical-rhythmic
- interpersonal
- intrapersonal
- naturalist
- spiritual

Gardner maintains that students access information and treat information in their own manner. Therefore, teachers must provide their students with effective and varied learning situations so that students can demonstrate their strengths. Intelligences do not function in isolation, but work in concert. This concept is of particular importance for teachers as it leads them to modify the teaching, the learning situations and the assessment of performance to allow students to learn and demonstrate their acquired knowledge in various ways. French immersion teachers must therefore be sensitive to various types of intelligence and integrate this theory in their pedagogical practice.

Verbal-linguistic intelligence

Verbal-linguistic intelligence is the ability to produce and use language to express thoughts and ideas and to understand others. Poets, authors, orators, story-tellers, lawyers, journalists and anyone else who uses language as a professional tool demonstrate strong linguistic intelligence.

Logical-mathematical intelligence

Logical-mathematical intelligence is associated with scientific thinking, inductive and deductive reasoning, and problem solving. Like scientists, logicians and detectives, people who understand the basic principles of a causal system and who, like mathematicians, can manipulate figures, quantities and operations have a well-developed logical-mathematical intelligence. Verbal-linguistic and logical-mathematical intelligences are those that traditionally were and, in many cases, still are most favoured and valued in the academic world.

Visual-spatial intelligence

Visual-spatial intelligence is related to the ability to create a mental image of the world as would a sailor, an airline pilot, a chess player or a sculptor. Visual-spatial intelligence refers to the visual arts and to the sciences. A person who leans towards the arts and who has strong visual-spatial intelligence will tend to become a painter, sculptor or architect rather than a musician or an author. Visual-spatial intelligence is evidenced in certain sciences such as anatomy or topology.

Bodily - kinaesthetic intelligence

Bodily-kinaesthetic intelligence is the ability to use the body or parts of the body to express emotion, solve a problem, or invent and produce something. The most obvious examples are athletes, dancers, actors, craftsmen, surgeons and mechanics.

Musical intelligence

Musical intelligence is the ability to think in musical terms.
It allows recognizing, creating and reproducing regularity, tone, rhythm, timbre and resonance. Composers, musicians and singers are good examples.

Interpersonal intelligence

Interpersonal intelligence allows understanding others and interacting with them. It includes verbal and non-verbal communication skills, the ability to work in a group and to identify the moods and temperaments of people. Teachers, politicians, clinicians, salespersons and anyone else who must communicate with people needs to develop a dominant interpersonal intelligence.

Intrapersonal intelligence

Intrapersonal intelligence is related to self-knowledge, feelings, emotions, skills, reactions and ways of thinking. People who have a dominant intrapersonal intelligence know themselves well, know what they can do and what they cannot, and know where to get help when they are in need of it.

Naturalist intelligence

Naturalist intelligence is the ability to distinguish between living things (plants and animals) and to demonstrate sensitivity towards the natural world. Persons in whom this type of intelligence predominates observe, recognize, collect and classify the regularities of the natural environment and act accordingly. A molecular biologist, a healer or a traditional medicine person, a naturalist, or a child who classifies rocks, insects or shells all demonstrate a strong naturalist intelligence.

Spiritual intelligence

Spiritual or existential intelligence is defined by the ability to question the meaning and origin of things. It is the ability to think about our origins and our destiny. This spiritual, existential or moral intelligence is also defined as the ability to situate oneself with relation to cosmic limits (that which is infinitely large and infinitely small) or to set rules or behaviours with regard to realms of life. (It should be noted that Howard Gardner only defines it as "eight and a half" and not as an intelligence in its own right.)

Interventions and Support

Just as in any other program, teachers in a French immersion class must take the time to understand the skills, strengths, difficulties and needs of the students. In an immersion class, as in classes conducted in the mother tongue, there is a need to intervene and to provide support to meet the specific needs of each child on the basis of performance, interests and the learning profile

Providing support within the French immersion context

When possible, schools should work with French immersion students who have specific needs rather than move them to an English class. All the services and support will not necessarily be available in French, but attempts must be made to meet students' needs within the French immersion setting. According to current research on the subject, taking a student out of immersion usually does not improve school results. In fact, withdrawal can even aggravate the learning or behavioural problem (Demers, 1994). Employing strategies for differentiated instruction may help the student acquire or demonstrate his or her learning through many avenues which play to strengths rather than deficits. Models of co-teaching may allow for extra teacher support within the classroom.

Some students will enter school with an exceptionality already identified. Other students may exhibit learning profiles which require investigation by the classroom/subject teacher in consultation with student support services personnel. This problem-solving approach is part of the pre-referral process. This is a process of informal assessment for answering questions, gauging the student's strengths and needs and gathering data regarding the short-term trial of various accommodations during classroom instruction. The classroom/subject teacher is responsible for keeping notes regarding the accommodation, intervention and/or teaching strategy tried, the period of time involved, and the results. The parent is informed of these strategies through parent-teacher interactions (e.g., phone calls, notes sent home, parent-teacher interviews). This record of strategies will be kept in the student's cumulative file.

If the areas of concern are not resolved, or the need for an accommodation persists, the student will be referred to the student support services team for further assessment. This would be done following the protocol for referral, including the referral form.

Please note: The Department of Education cannot provide accommodations such as Alternate Format Materials and Assistive Technology until an exceptionality has been identified.

Exceptionalities and services in French immersion

The Department of Education uses the term exceptionality to identify patterns of strengths and needs common to groups of students. These strengths and needs may be: cognitive, emotional, behavioural, medical, social, and/or physical.

Students with exceptionalities, including those in the French Immersion program, have the right to receive an appropriate education that will allow them to develop their potential and become independent, responsible and active members of society. Research and experience show that the majority of students will benefit from learning in a French immersion class (Edwards, 1989; Keep, 1989; Wiss, 1989; Ali Khan, 1993; Rousseau, 1998). The Department of Education encourages teachers to collaborate with various professionals (instructional resource teachers, psychologists, guidance counsellors, and others) to determine programming required to address a student's specific needs. Programming options for students with exceptionalities are detailed on the Department of Education website, under Student Support Services Division. This programming will be documented with a Record of Accommodations form and/or an Individual Education Plan (an IEP).

Gifted and talented students

The terms *gifted, exceptionally gifted, precocious, talented* or *high potential* deal with the same phenomenon: giftedness, also called exceptional giftedness. Students who are gifted and talented demonstrate, or have the potential to demonstrate, exceptionally high capability with respect to:
• an exceptional ability to learn, create or perform;
• well above average cognitive ability globally or within a specific domain (academic or non academic).

Giftedness may be evident in, but not limited to, the following domains :
• linguistic;
• logical-mathematical;
• spatial;
• musical;
• bodily-kinesthetic;
• interpersonal;
• intrapersonal;
• naturalistic;
• technological.

Gifted and talented behaviours may be dynamic; they may also coexist with another exceptionality. Whatever the language of instruction, gifted students have abilities and learning needs that are exceptional and that must be taken into account when planning instruction. Gifted students can deal very quickly with impressive quantities of information without much practice or revision. They will have frequently already mastered a good part of the year's curriculum and have the ability to very quickly grasp concepts that they do not yet know.

Gifted students can be very strong overall or demonstrate strength or an interest in specific areas. In French immersion, special attention must be given to language when teaching, as the language and terminology are involved in all aspects of learning and teaching. Students can demonstrate strengths in other subjects, such as mathematics and sciences. These strengths become a need to be addressed when planning and differentiating in these other subjects.

It has frequently been said that French immersion classes attract very gifted students because they provide a more motivating learning environment, as the teaching takes place in the second language. However, several studies have shown that this environment is not as stimulating cognitively for gifted students as some research suggests (Lanmark-Kaye, 1996), and that it does not pose a sufficient challenge for gifted students (Karovitch, Shore & Delcourt, 1996).

According to other studies, teaching grammar builds on the strengths of very gifted students, allowing them to understand the structure of the language and to progress quickly to be able to communicate (Deveau, 2006). Deveau states that gifted students have innate abilities and skills that are likely to influence their linguistic development. He explains that reasoning skills of a higher order, such as analysis and synthesis, are essential for manipulating grammatical structures consciously and correctly, which predisposes gifted students to excelling linguistically. Knowledge of grammar allows very gifted students to use skills and knowledge they already possess to create their transitional linguistic skills and to improve those skills, which is perhaps not always the case for students in general. Deveau explains that the formal teaching of grammar can slow the development of the target language among students in general as it adds stages of analysis and synthesis to the production of the language, whereas, among very gifted students, the metacognitive skills needed to assimilate the target language through grammar are already present.

It is possible to develop the potential of gifted students by using strategies such as circumlocution and paraphrasing, which promote the development of oral expression and self-confidence. Students can be taught to use antonyms such as "not hard" to replace the unknown word "soft," or yet replace a word with a sentence such as "you put your head on it when you sleep" to conjure up the word "pillow." Explicit teaching of these strategies and using synonyms or antonyms in vocabulary lessons allows students to use different means to convey messages.

Certain very gifted students may also become perfectionists and may hesitate to take the risk of expressing themselves in the second language. For this reason, the classroom atmosphere and culture must make the students understand that the objective is not to attain grammatical perfection but to convey a message.

Although it is true for all students, it is essential that gifted students be convinced that the situations they experience are "really" authentic as they feel it when a situation is created artificially. Once presented and practised, the grammatical structures must be contextualized so that the production of the language becomes an authentic skill.

For further information, consult the Gifted and Talented handbook available on the Department of Education website.

Students with learning disabilities

The expression "learning difficulties" is not synonymous with "learning disabilities." The Learning Disabilities Association of Canada adopted the following definition on January 30, 2002:

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

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

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:
* *oral language (e.g. listening, speaking, understanding);*
* *reading (e.g. decoding, phonetic knowledge, word recognition, comprehension);*
* *written language (e.g. spelling and written expression); and*
* *mathematics (e.g. computation, problem solving).*

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Specific learning disabilities include:
* *reading disorder;*
* *disorder of written expression;*
* *mathematics disorder;*
* *nonverbal learning disability."*
(http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities.html)

Learning disabilities are unique to the individual and exist regardless of the language of instruction. The French Immersion program can be appropriate for students with academic difficulties or learning disabilities (Cummins, 1984; Bruck, 1985; Wiss, 1989; Edwards, 1989; Keep, 1993; Ali Khan, 1993).   Students in French immersion who have language problems have no greater difficulty than their schoolmates in the first language program. Language problems are generally an obstacle to academic success, but it has been shown that the French immersion setting is neutral in this regard (Halsall, 1998). For further information on appropriate strategies for these learners, consult the Department of Education document *Programming for Individual Needs: Teaching Students with Learning Disabilities.*

Students with other specific needs

Students with other specific needs due to their behavioural, communication, intellectual, learning or physical characteristics have the right to a school environment that meets their needs. It is the teachers' responsibility to work with other school personnel and, in certain cases, with the school board, to create a setting and conditions required to meet these needs.

The role of the French immersion teacher in implementing an individual education plan

French immersion program teachers must provide support and teaching to all students. Differentiated instruction will help teachers meet the diverse needs of students in class.

French immersion teachers are encouraged to take advantage of the expertise of the student support services staff at their school when they teach students with exceptionalities. The program planning team will ensure that the needs of an individual student are addressed. This team would include the French Immersion teacher, personnel from student support services, administration, parents and the student, if appropriate.

For additional information, see the Pathways document on the Department of Education website (Spring 2011).

Instructional Environment

There is no one best way to teach. Effective instruction consists of a range and combination of methods within a program, unit or lesson.

Effective instruction facilitates learning, encourages students and allows them to learn. Effective teachers know how to adapt their strategies so as to cater to a wide range of student needs. Effective teachers decide on the choice, the organization and the implementation of the program, relying on solid research and a broad range of practical and theoretical knowledge. They actively involve students in the learning process. The effective teaching process starts with the assessment of students' learning needs, their interests and their abilities, and continues with the planning and presentation of the subject or topic in an appropriate manner. It includes monitoring student growth and comprehension, making adjustments where necessary in order to respond to student needs, and an assessment of the students' progress and performance, with a view to the learning experiences that should follow.

The teaching strategies and techniques used in the French immersion class should vary so as to offer various possibilities, such as explicit teaching, mini lessons, cooperative work in small groups and resource-based learning opportunities. Whatever the teaching strategy or technique, the assessment, namely the formative assessment, should be continuous. The learning activities and teaching strategies used in class should promote an environment in school that invites teachers and students to work together towards learning. The environment created by teachers in their class should promote a feeling of acceptance by the teachers and peers as well as a feeling of well-being and order. To improve the atmosphere even more, effective teachers give the students time to ask questions and answer them, they repeat and reformulate questions to a student, they guide a student to find solutions to problems that are to be solved, and they recognize the value and dignity of any answer given.

It is important that general, key stage and specific learning outcomes be used as benchmarks for planning and learning experiences. There are several options in teaching strategies that the teachers can choose and combine in the planning of learning experiences, namely whole class learning, small group learning or individual learning. These activities should create a learning environment that encourages complex, creative, critical and ethical thinking. Assessment instruments should round out the teaching strategies by encouraging reflection on learning as well as the acquisition of knowledge.

Classroom atmosphere

Students learn better when they feel accepted by teachers and by their classmates. The more the learning environment seems safe, the more the students feel able to take risks, to learn and to develop positive attitudes. The classroom environment is, therefore, critical in any intellectual development and in all learning. In the immersion setting, the classroom itself is frequently the only place where the student is exposed to French so immersion teachers must provide a rich and stimulating environment in order to facilitate and support the acquisition of the second language.

It is the teachers' responsibility to create a welcoming and non-threatening learning environment in which students are encouraged to take risks with language. They must develop an environment in which the various opinions, efforts and problems are respected and in which the various learning styles are valued.

Teachers should be aware of the differing learning preferences and intelligences of their students and create an environment that is conducive to this diversity.

Finally, teachers should present rich language models by providing a variety of age-appropriate authentic material of all types: oral, written, media, audiovisual and other. The following suggestions should guide French immersion teachers:
- Use French as the language of communication in class at all times and demand the same from the students.
- Treat students' answers with consideration.
- Use and teach effective communication techniques and strategies.
- Encourage reciprocal relations between classmates and insist on mutual respect.
- Ensure that learning activities and tasks are appropriate, correspond to the students' interests, have clear and precise instructions, and are achievable.
- Encourage individual learning.
- Work with the students to establish the class rules.

Pedagogical practices

Language and communication

In an immersion class, the teacher uses French as the language of communication in class at all times and expects students to do the same. Use of English is limited to situations of emergency. In addition to the traditional role, the role of the teacher in a French immersion class includes that of language model (the expert), facilitator (resource person), as well as animator and guide (psychologist).

Teachers must provide students with the context and opportunity to take part in authentic communication. The language component must therefore flow directly from these contexts and conditions. Teaching language must take place in a specific context, with priority given to the transmission of the message. The *form* of the message has its place in language learning, but it should not override the *intent* of the communication. However, errors that hinder communication must be corrected. Students must therefore develop the ability to reflect on means for error correction so that they can express themselves correctly.

The classroom atmosphere must encourage students to experiment both with the material and with the language itself. They must have the opportunity to practise the forms and structures of oral language, to try various ways of representing and communicating their knowledge and their learning, and to try to apply grammatical rules or structures that they have deduced from observation. Teachers must have the students examine their hypotheses and, if need be, modify their conclusions due to the questions asked during the reflective sharing.

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Desks in the immersion classroom should be arranged so as to allow for work in pairs and small groups as well as individually. There are plenty of layouts conducive to group work.

French should be prominent in the immersion class. Oral exchanges – formal and informal – are promoted in every subject and in every situation and teachers encourage active participation by all students. They plan discussions and sharing sessions every day and in all subjects, using a variety of flexible groupings. Cooperative learning structures and techniques should be regularly used in order to maximize student interaction and practice of linguistic structures and vocabulary in an authentic situation.

Students should have access to various audio recordings (songs, informative texts, stories), video recordings, and, where possible, to numerous French-speaking resource persons. Written French should also be prominent: lists of words prepared with the students during brainstorming, concept mapping devised by the students, shared writing texts, various instructions, and posters explaining the steps in processes that are used regularly. A wide variety of written documents in French must be available in the class itself, including books, magazines, brochures, newspapers.

Integration of oral and written development

The development of reading and writing skills is closely related to the development of oral abilities. In fact, the development of literacy depends to a large extent on oral competence. To take advantage of every available situation, teachers must integrate oral and written tasks. Not only must they provide students with the tools for oral communication, plan oral exchanges and organize discussions, but they must also develop in the students the ability to reflect orally on their learning in all fields. As a complement to a reading, teachers must plan activities that require oral interaction in pairs, in small groups or in a large group. They must also provide support in written and/or visual form where texts are presented orally. This allows students to immediately see the written form of words they are hearing, possibly, for the first time, or to understand the meaning.

Clear and foreseeable language

Teachers must make a conscious effort to be clearly understood by their students. In daily conversation, incomplete, interrupted sentences that express several thoughts at the same time or that return to the same thought are frequently used. When speaking to their immersion students, teachers must therefore do their utmost to avoid doing this, as it impedes understanding. Moreover, teachers should avoid unknown terms and expressions if the situation does not justify their use. It is better to use simple terms that are known by the students in explanations or instructions and to plan lessons with care so as to present the targeted vocabulary and expressions within contexts that facilitate comprehension. When using a term that the students might not know, teachers must take care to provide a visual or a known synonym or to paraphrase to make the meaning clear.

| **Natural delivery** | When teachers are dealing with new or complex concepts, they must slow down delivery somewhat in order to facilitate comprehension. However, they must speak naturally while taking into consideration the students' language and intellectual levels. |

Development of vocabulary and linguistic structures

Teachers must carefully plan activities to develop the vocabulary that is specific to the context and subject and to plan opportunities to have students practise the necessary grammatical forms and structures. The language taught is determined by the terms and structures students will need in order to accomplish their tasks, to communicate their ideas and to demonstrate what they have learned. They must be guided to reflect on their knowledge of the second language and to note similarities and differences between their mother tongue and French.

Comprehension strategies

Teachers must use various techniques and strategies to promote students' comprehension of the second language. Moreover, they must help the students learn and use various comprehension strategies for oral and written communication: listening strategies as well as reading and viewing strategies. During discussions and other learning situations, they must promote the use of, and discussion about, various strategies. As often as possible, they must draw the students' attention to visual clues such as objects or pictures. Naturally, this task is easier if the classroom has numerous objects, posters and illustrations related to the themes of the lesson. They must also facilitate comprehension through use of facial expressions, gestures and intonation.

Communication strategies

Teachers must target various oral and written communication strategies in order to ensure that the students continue to develop their communication skills and abilities. As described in the section on learning outcomes, they must plan explicit teaching of certain strategies and provide feedback on their effectiveness. Teachers could, for example, suggest to the students the means for making themselves understood without using English when the appropriate words are unknown or do not come to mind. They could suggest using gestures and synonyms, paraphrasing, drawing, and referring to word lists, texts or instructions posted in the classroom.

Key terms

Prior to exposing students to an oral or written text, teachers must help students distinguish essential terms from those that are less important. Through various pre-listening or pre-reading activities, they highlight the terms that the students must know in order to understand the contents. These key words and expressions will be identified and posted and teachers must ensure they use them in various contexts and provide students with numerous occasions to use them in oral and written activities.

Links to other subjects

Students should be encouraged to find ways of establishing links and connections between what they learn in *français* and what they learn in the other subjects they are studying. This can be approached in several ways, namely through cross-curricular projects and activities and through presentations that are prepared and given in other subject areas.

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Communication processes and comprehension and production strategies and skills apply as much to such subjects as science as they do to *français*. The content of other subjects can be related to linguistic processes for a more functional approach. For more details on links with other disciplines, see the relevant notes in Chapter III. The second and fourth columns show possible relationships with other subjects.

Integration of ICT (information and communication technologies)

Computer use is essential in society. This is why the education system must prepare students to function in a world that is increasingly technological. In a school environment, technology must be a powerful tool that provides access to a multitude of information in all realms of knowledge. The integration of technology into teaching must improve and diversify the means of learning available to students and teachers. The student, alone or in a group, must be taught to use technology frequently as a research, creation, production and communication tool. In French immersion, technology can also provide useful access to francophone persons and to authentic written and oral French texts.

Explicit teaching of language strategies

Literacy encompasses reading, writing and oral communication abilities, skills and strategies in all subject areas. The development of literacy skills is at the heart of all learning. Students who are successful in French immersion are those who are able to communicate clearly orally, to understand what they read and hear, and to express themselves clearly in writing. However, some students have difficulty in these areas, which influences their performance in all subjects. Explicit teaching of strategies in oral communication, reading and writing is aimed at developing literacy skills. Students who develop strategies will be able to transfer this knowledge and use it in various contexts.

Learning, practising and using strategies

In all language strands of the *français* program, students must learn to plan and manage their communication, both oral and written, *by applying strategies* in accordance with their needs and the communication situation. In the contexts of listening, oral expression, reading, viewing, writing and representing, students must learn to:
- use their experience and knowledge and choose appropriate strategies;
- organize information and ideas by choosing strategies;
- explain their own strategies;
- explain their choice of print and non-print resources, including technology, to support communication.

One goal of strategy teaching is to provide students with a repertoire or a bank of personal strategies from which they can choose, depending on the situation and their needs. Strategy teaching aims at *the learning, the practice and the use* of strategies by students in all aspects of the *français* program and in all subject areas, for oral and written comprehension and communication. The acquisition and use of this new learning will help students succeed not only in *français*, but in other subject areas as well. The transfer of these strategies and skills to other contexts must be taught explicitly, discussed with the students and practised regularly.

Strategy instruction *before, during* **and** *after* **learning**

Strategies must be taught *before, during and after* language tasks and other learning situations. For students to become comfortable using these strategies, teachers must use a multi-stage continuum approach that ranges from presentation and modeling of the strategy, to guided and individual practice, to reflective thinking and feedback.

The following table, adapted from the *Trousse d'appréciation de rendement en lecture, immersion française : quatrième à sixième année* (Newfoundland and Labrador Department of Education, 2004), presents the stages in the explicit teaching of strategies.

Stages in the explicit teaching of strategies and the strategic mini-lesson	
Presentation (the *what* and the *why*)	The teacher identifies the teaching point, names and explains the strategy, and discusses its importance and its use in certain situations.
Modeling (the *how* and the *when*)	The teacher models the use of the strategy by using the think aloud technique while applying this strategy to a communication situation.
Guided practice	*Shared guided practice:* The teacher accompanies the students in a guided practice of the strategy. Students are encouraged to retrace the process while expressing their thoughts aloud. *Cooperative guided practice:* Students practise applying the strategy in interactive situations. The teacher observes, encourages, clarifies and teaches as necessary.
Individual practice	Students practise the strategy on their own. The teacher circulates and helps the students when necessary.
Reflection (retracing the strategy - the *what*; its use - the *why*; the means of integration - the *how*; and other applications or situations - the *when*)	The teacher leads a discussion that allows students to think about the effectiveness of the strategy. By asking appropriate questions, the teacher facilitates the transfer of skills and strategies.

Teaching techniques

In French immersion, teachers must use a range of teaching techniques that are appropriate to second language learning. Since students do not all learn in the same way, using varied techniques will help teachers meet the range of needs of the students in the class.

Authentic experiences

Authentic experiences:
- are learning experiences in real life that require careful planning;
- involve factors which must be taken into consideration, such as safety, reliability, weather conditions, the cost of transportation, time and availability; and
- can include field trips, a visit to the school of an outside resource persons, surveys and observations in the field.

Brainstorming

Brainstorming:
- is a process involving the quick generation of ideas or answers;
- incites the students to express thoughts on a given subject;
- is a means of encouraging creative ideas;
- is a means of quickly putting together a wide array of ideas on a subject or question;
- is a means of activating students' prior knowledge and experience on the subject;
- is a means of activating the students' linguistic knowledge (vocabulary, terms, structures) of the subject;
- can be used as a pre-reading, pre-writing and pre-listening activity or before another sort of activity;
- can be used as a precursor to specifying and categorizing ideas and answers;
- aims at validating the group's various experiences, knowledge and ideas; and
- can be done by small groups of students.

Computer-assisted teaching

Computer-assisted teaching:
- is a way of teaching that incorporates computers in its course plan;
- can include word processing, exercises, tutorials, problem solving, critical thinking, creativity, simulation;
- can be individual or in small groups through cooperative learning;
- can be suited to the individualization of teaching;
- encourages active participation;
- allows for making decisions individually or together.

Concept acquisition

The acquisition of concepts
- Students receive information on a specific concept either they or the teacher brought up and are encouraged to categorize or group the information and to produce explanatory labels that explain the groupings made.
- Students relate the examples to the labels according to their own reasoning and they themselves devise the manner in which they understand the concept.
- Students take an active part in their own learning.
- Students organize and deal with the information.
- Students form a new and broader meaning of the information they have at their disposal.

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Conferences

Conferences:
- take place when teachers meet students individually or in small groups to examine the learning tasks or related questions;
- encourage the students to speak about their work in a non-threatening, low-risk setting in which points of view are shared and respected;
- allow for the free exchange of ideas between the teacher and the learner;
- allow teachers to guide the students and provide feedback;
- encourage the students to reflect on their learning, self-assess and make decisions on the way of approaching tasks; and
- provide an appropriate framework for encouraging autonomy and stimulating self-confidence.

Cooperative learning

Cooperative learning is a very effective teaching strategy that consists of having students work together rather than compete. The groups are created so as to create a positive interdependence among the students. This positive interdependence promotes responsibility, as the students must learn and contribute to the work of the group. Students look after their own learning while helping the other members of the group to achieve the targeted results.

Cooperative learning is a way of organizing class activities so that the students work together and so that each draws support from the strengths and ideas of others. The members of the group play clearly defined roles and depend on each other to reach the main goal. By working towards a common goal, the students learn the importance of respecting each person's viewpoint and maintaining harmony in the group. In cooperative learning, success, in other words, attaining the set goal, depends on individual learning by all members of the group. The role of the teacher is primarily that of an animator who provides guidance to the students as social groups and learning teams when they undertake activities such as identifying problems, developing solutions and applying skills.

Cooperative learning:
- produces positive effects on the academic output of students at all levels of ability;
- develops self-esteem and promotes positive attitudes towards school;
- enhances personal and social development;
- helps students have a better understanding of each other and appreciate the differences between them; and
- creates a feeling of belonging to a group.

As cooperative learning provides numerous opportunities for interaction between students, this technique promotes the development of second language skills when used in the immersion classroom. Cooperative learning is based on five principles.
- *Distributed learning* – The members of the group become more active participants when a certain output is expected of them and they are given the opportunity to demonstrate leadership qualities.

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- *Heterogeneous grouping* – The most effective groups are those in which the students have various levels of skill and ability and differ in social environment, sex and race.
- *Positive interdependence* - Students need to learn to recognize and appreciate their interdependence.
- *Acquiring social skills* - The ability to work effectively in a group and, as a group, demands specific socialization skills.
- *Group autonomy* – Students will probably solve their problems better if they are left to themselves than if teachers help.

Cooperative learning involves teachers playing a different role. Teachers must act as a learning facilitator, who has specific responsibilities:
- allocate an appropriate amount of time;
- train the students (for each of the roles);
- choose the size of the group (which varies depending on the resources available, the requirements of the task, the skills of the students);
- group the students (heterogeneous groups have the most potential as the differences make them work);
- assign roles to each member of the group;
- organize the classroom and provide the appropriate material;
- set the task and targeted results;
- monitor interaction between students;
- intervene when needed to resolve problems and teach skills;
- ask probing questions; and
- ensure a synthesis of learning.

A successful group is one in which all the members contribute equally and to the best of their abilities. To attain a higher level of achievement, students must learn to:
- encourage and congratulate each other;
- be responsible for their contribution;
- move from group to group quickly and quietly;
- use small-group interpersonal skills;
- check on their own comprehension;
- share responsibilities;
- stay with their group;
- prevent humiliation for group members.

Dramatic arts

The dramatic arts:
- include sketches, plays, charades and role playing;
- promote oral development by encouraging the use of vocabulary and linguistic structures that have already been introduced;
- provide students with the opportunity to put their linguistic skills and their listening abilities into practice;
- address multiple intelligences and learning styles; and
- provide the students with a higher level of involvement.

Explicit teaching

Explicit teaching:
- often implies several stages: modeling, shared practice, guided practice, and individual practice;
- is dictated by student needs;
- may involve explaining directly or making statements;
- provides information or directions or explains procedures;
- is largely centered on modeling by the teacher;
- can occur in small or large groups;
- can be used to motivate the learner;
- can encourage reflective thinking;
- can stimulate the imagination;
- can develop curiosity and the wish to investigate; and
- can include presentations, mini lessons and instructions by the teacher.

Field trips

Field trips:
- comprise teaching and learning activities outside the classroom;
- demand careful planning to establish a link with learning outcomes;
- should pique students' interest and raise discussions and questions;
- can provide a "practical" experience;
- can lead to the application of acquired knowledge or the acquisition of new knowledge;
- should have a follow-up such as discussions, reports, and an assessment;
- reflect the real world and make learning authentic by placing it within a community context; and
- broaden students' viewpoints.

Graphic organizers

Graphic organizers:
- are the visual means to represent information for a specific purpose (e.g., comparison and contrast);
- are mechanisms to organize facts and ideas logically;
- can raise cognitive functioning to a higher level;
- can support different styles of learning;
- can support students in the comprehension of heard, read or viewed texts;
- help students identify and organize the most important points of a text;
- can support students in the planning of their own oral, written or visual texts;
- can be developed or modified depending on the task or the text.

Guided practice

Guided practice:
- can be individual, student-based or needs-based;
- can take place in small groups;
- is used to monitor students' output and behaviour;
- gives students the opportunity to practise their learning, in other words, what the teacher has demonstrated and what they have put into practice with direct help from the teacher and the group; and
- can vary in length from one student to another, depending on need.

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Guided questioning

Guided questioning:
- provides students with a series of questions on material that is new or that they have just learned;
- can be a component of problem solving;
- can be a component of critical thinking;
- can be used for reflective thinking and self-assessment;
- can be a planned component of the program;
- can be used for guided discovery;
- can be used as a springboard for cooperative learning; and
- can be used to guide learning, exploration, experimentation and observation.

Interviews

Interviews:
- draw on individuals, pairs or small groups who collect information from peers, younger or older students, and adults;
- use centered and active reflective thinking to develop questions and explore ideas;
- demand ability in interpersonal communications and in listening; the students must listen respectfully, react to the views and experiences of others, and interpret them;
- require the use of language to formulate and clarify other people's thoughts, feelings and ideas;
- create a valid reason for communicating and extrapolating the information from an oral exchange;
- allow for an exchange of ideas, a better understanding and a new sensitivity in light of newly acquired knowledge; and
- lead to varied follow-up activities.

Journal

The journal:
- allows individuals to reflect on their level of knowledge, their beliefs and their values;
- provides students with the opportunity to exercise their abilities in writing;
- can give students the opportunity to write about their experiences and knowledge;
- facilitates setting personal goals and planning;
- supports private life;
- respects the personal quality and uniqueness of each individual;
- allows students to reflect on what they have learned or on what they will learn; and
- allows students to ask questions and to respond to learning experiences.

Learning contracts

Learning contracts:
- require the teacher to set conditions, determine resources and establish basic timeframes;
- allow the student, the parents and other specialists to take part in formulating the contract (e.g., expectations, conditions, assessment criteria, schedule and consequences);
- provide a means to individualize teaching;
- can be devised so that students function at the academic level and pace that suits them best;
- can help students make reasoned choices, to become learners who are increasingly independent and to take on responsibility for their own learning.

Modeling and demonstrations

Modeling and demonstrations:
- can take place with individuals, small groups or with the entire class;
- can present verbal and non-verbal information, techniques and procedures;
- can illustrate the final products of a process;
- can provide a model for reproducing a procedure or creating a product;
- can include the gathering and organization of material;
- often include the teacher using the "think aloud" technique; and
- allow students to receive information through tactile and visual means.

Problem solving

Problem solving:
- involves the use of knowledge, skills, ideas, resources and processes to find one or more solutions to a problem;
- requires and develops skill in the use of the second language for explanation, questioning, hypothesizing and negotiation;
- can follow the scientific method;
- can be a useful skill across the curriculum; and
- can include trial and error, and such strategies as brainstorming, simulation/supposition, deconstruction, forced relationships, control lists of ideas and imagery;
- can be undertaken individually, in pairs, small groups or large groups.
-

Projects

Projects:
- require the teacher to give examples of the projects required and clearly explain all instructions;
- include tasks that give all students the opportunity to consolidate their acquired knowledge and to summarize what they have learned in a certain number of subjects and within their various experiences;
- may include choices as to the media used or the aspect focused on;
- generally require participation by students, alone or in small groups, who apply themselves to the task for a certain time (the actual timeframe may, to a certain extent, depend on the age of the students), usually to develop an actual product such as a scale model, demonstration, report or presentation;

- can be used to establish links between their knowledge and their own experience and the community in general;
- can include research, guided by the teacher, to minimize bias in data collection;
- usually involves the broadening, enrichment and reinforcement of knowledge;
- should include criteria for planning and assessment, developed collectively with the students ;
- should include a clear deadline and a plan for continuous progress reports; and
- should include clearly defined descriptions of tasks, for example, to interview, compare opinions, produce a scale model.

Questioning

Questioning:
- can assist students to clarify their understandings and to identify areas where there is ambiguity or lack of comprehension;
- can be used to evaluate recall and comprehension;
- can be convergent and factual;
- can call on prior experiences and previous learning;
- can facilitate the creation of connections with previous knowledge, learning and experiences;
- can determine the extent to which learning outcomes have been achieved;
  - provides practice;
  - helps students remember information or processes;
  - stimulates reflective thinking;
  - encourages expression;
  - can be empirical; and
  - can be conceptual.

Students must develop abilities not only in answering questions but also in asking them. Asking and answering questions can be both practised and undertaken with the whole class, in pairs, in small groups or in large groups, and should be part of the teaching techniques used throughout the program. More information on the various types of questions is provided in Appendix B.

Role playing

Role playing:
- is the spontaneous or prepared response to a situation or theme given when the learner tries to speak, feel or behave like the character being played;
- is devised to illustrate situations in which the person's behaviour is the critical factor;
- can be part of a game or simulation activity;
- is an approach to take into consideration interpersonal problems and exercise social skills and the skills to be communicated;
- allows for a greater degree of involvement among students;
- encourages autonomy and self-determination;
- promotes the development of oral language and encourages the use of vocabulary and linguistic structures that have already been introduced;

> **Warning**
> When role playing:
> - some students may feel embarrassed or threatened;
> - this strategy may not suit large groups;
> - this strategy may not suit all learners.

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- provides students with opportunities to practise their linguistic skills and listening abilities;
- promotes a better understanding of the views, positions and feelings of others;
- facilitates a change in attitude and behaviour;
- encourages cooperation and sharing;
- can be used to resolve dilemmas arising from decisions made, can resolve conflicts and determine appropriate behavioural reactions;
- starts dealing with multiple intelligences and learning styles; and
- requires teachers to clearly define the problem situation and the problem, and to provide very clear instructions.

Shared practice

Shared practice:
- gives students the opportunity to observe certain targeted behaviours and to practise them with help from the teacher;
- can be repeated numerous times and in different contexts;
- provides scaffolding and support to help students succeed;
- provides the student with immediate, appropriate and constructive feedback; and
- can facilitate in students the development of confidence in the skills they are developing.

Simulations

Simulations:
- allow for experiences and activities that are impossible to conduct in a real environment;
- present a problem or a difficult situation that reflects a certain aspect of reality in an artificial context;
- eliminate risks and diminish concerns about safety;
- reduce the level of complexity so that the students can participate in the underlying concepts at play;
- can require the use of models, games, structured role playing, or an interactive video or computer software.

Singing and music

Singing and music:
- allow students to learn new vocabulary and structures through songs and rhymes;
- enable students to compose rhymes and songs to support their learning and to demonstrate their new knowledge;
- can facilitate the acquisition of the second language;
- can reinforce vocabulary and linguistic structures;
- can serve as a window on francophone culture;
- responds to multiple intelligences and learning styles;
- can be used to motivate students and involve them actively in their learning;
- can provide a valid reason for communicating in the second language.

Surveys

Survey:
- include thought, reflective thinking, formulation of relevant questions and planning of appropriate strategies to generate answers and explanations;

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- allow students to experiment and to acquire processes by means of which they can gather information on the world in various ways using an array of sources;
- allow for a higher level of interaction between the learner, the teacher, the subject matter, the resources available and the learning environment;
- allow the students to act on the basis of their curiosity and interests;
- encourages students to formulate questions and analyze situations, problems and information;
- call on previous knowledge and experiences;
- encourage the formulation and verification of hypotheses (new questions and hypotheses frequently appear as the survey progresses);
- encourage students to draw conclusions and suggest solutions;
- help students realize that there are frequently more than one answer to a question and more than one solution to a problem.

School textbooks in the second language

The language level used in authorized school textbooks in different subjects present a major challenge both to the French immersion teacher and to the students. When teaching in a second language, it is essential that students be introduced to and made to understand and verbalize the basic vocabulary and structures in a subject before they independently read material dealing with that subject. However, frequently and in spite of the use of various teaching strategies and techniques, much material in school textbooks remains beyond the reach of many students, especially for independent reading.

Given that resource-based teaching and learning are recommended approaches, it is essential that authorized commercial resources, such as student textbooks, be used only as a program resource. When using school textbooks, consideration must be given, among other things, to the language level of the texts, the students' linguistic competence, and their prior knowledge of and experience with the subject being studied.

Instructional process for using school textbooks

It is up to teachers to plan units and lessons bearing in mind the instructional process for second-language teaching so as to prepare students to understand texts. The suggestions in the teachers' guides that accompany authorized textbooks are usually developed for first-language teaching situations and are rarely sufficient for immersion students to easily understand the texts presented. This material must therefore be used with discretion and necessary adaptations must be made to meet the needs of second language students.

School textbooks and the issue of comprehension in the second language

In French immersion, reading school textbooks requires intervention by the teacher as well as planned teaching. The aim must be to teach reading strategies, such as identifying and using text features and structures as a reading guide. On the one hand, the teacher must serve as a model and expert when modeling effective reading of informational texts and demonstrating useful strategies when introducing the text. To do so, the teacher must take full advantage of authentic opportunities to relate the text to the students' experiences and prior knowledge.

Moreover, when dealing with an informational text or consulting a dictionary or other print resource, the teacher should verbalize the techniques and strategies to be used, using the think-aloud technique. The strategies to be targeted for the reading and comprehension of informative texts include preliminary overview, activation of prior knowledge and experiences, self-questioning, searching for links and connections with the text (e.g. connections with prior knowledge and experiences, or with other texts), visualization, word recognition using graphophonic, syntactic and semantic clues. Further suggestions are provided in the Reading and Viewing section, *Lecture et visionnement,* of the curriculum guide for each grade level.

It is essential to have the students understand and use orally the vocabulary and basic structures relevant to a subject before attempting to read texts that deal with this subject. Following are some suggestions (adapted from the *Saskatchewan Department of Education,* 1992*)* that address the development of comprehension in the second language.

- Plan pre-activities that establish a link between the text and what the students know. This pre-activity will have to allow students to demonstrate what they know about this subject.
- Before attempting to read written texts on a theme being studied, have students listen to an oral text or watch a film on the subject to be studied. Have them anticipate the content and relate the subject to their prior experiences. Ask questions to have the students recall situations in which they have encountered this subject and to activate their linguistic knowledge.
- Before reading extracts from the textbook to the students, have them anticipate the content by using an anticipation guide or by perusing the illustrations and graphics.
- Plan activities that allow students to build an appropriate linguistic base (vocabulary and structures) to facilitate the reading of texts and the comprehension of concepts.
- Plan various types of oral activities around the theme or topic, which allow for the repetition of the vocabulary and linguistic structures through various meaningful activities.
- Plan mini-lessons aimed at developing appropriate strategies for reading informational texts and that target certain text elements.
- Target the recognition of different structures and various organizational and visual features of informational texts (titles, subtitles and captions, information emphasized using bold lettering or italics, identification of words that express cause and effect, presentation of a problem and solutions or words indicating sequence). Familiarity with a wide range of text structures and text features increases facility with using a range of textbooks and enhances overall comprehension.

Planning and preparing for the use of school textbooks

When planning a unit of study or in preparing students to understand written texts on a given subject, teachers should ask themselves the following key questions.

- What *subject-related concepts* and what *knowledge* do the students need in order to understand the meaning of the texts they will be given to read and to grasp the communicative purpose of the writer?
- What *linguistic knowledge* should be developed first in the students so that they make sense of the texts they are to be given to read (i.e., French vocabulary related to the subject, idiomatic expressions, types of sentences, linguistic structures, verb tense and aspect)?
- What concepts related to the *text structure* and *organizational and visual elements* would the students need to facilitate their comprehension?

Research shows that reading consists of two main levels: the first is the information contained in the sentence and the second is the overall comprehension of the text. These two levels interact constantly when students use their linguistic and conceptual knowledge to understand a text.

In a second language, students can rely on the written text as long as it is clear and the tasks to perform are simple. Otherwise, they can experience difficulty recognizing the information presented. According to Trudeau (2003), if this information is complex, the vocabulary unknown or the concepts unfamiliar, students will have to focus more on dealing with the surface level of the text (first reading level), which leaves very little room for in-depth comprehension (second reading level). The more familiar the concepts and vocabulary and the more familiar and predictable the structure of the text, the more students will be able to understand a text.

When the concepts are difficult, when the structure or the format of a text can create a challenge for the students and when the students do not have the linguistic knowledge required to attempt a text independently, teachers should plan pre-reading activities to prepare students for reading the text. If the text is beyond a student's independent level of reading, in other words, if the student reads the text with a level of accuracy and comprehension of less than 95%, the text is too difficult for independent reading and should be explored in class through oral reading, shared reading or guided reading.

Teaching techniques and strategies for the use of textbooks

For school textbooks to be used effectively in immersion, teachers must carefully plan and judiciously select teaching techniques and strategies, reading situations and appropriate activities. To plan their teaching, teachers must consult the curriculum guide and not a commercial resource. By referring to the curriculum for the various subjects, teachers will find out what learning outcomes are targeted for their level and what approach is recommended for achieving those outcomes. In so doing, they will be better prepared to guide the teaching/learning process and to select more effectively when and how to use textbooks and other appropriate resources.

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French immersion teachers must be guided by the specific learning outcomes of the program and the interplay between the complexity of the concepts, the language level of the texts and the students' second-language skills.

To avoid frustrating students with the use of textbooks, teachers should:
- plan a variety of activities and tasks using various audiovisual, printed and other resources;
- foresee necessary supports and aids such as the development of vocabulary, scaffolding and explicit teaching of reading strategies;
- plan an array of pre-reading activities; teach and explore the key concepts in the text and the essential vocabulary *before* reading the textbook, creating pre-reading activities such as reading a related text, watching a movie, holding a discussion or brainstorming activity, or creating a word wall;
- plan activities that encourage the use of reading strategies *before, during* and *after* reading (e.g., *before:* do a text overview and make predictions based on clues provided by the visual and organizational features of the text; *during:* determine what is important and what is not important, compare the information given with previous knowledge, identify the primary and secondary ideas of a paragraph or a section; *after*: summarize the text or prepare a graphic organizer that organizes the most important information in the text);
- plan an organized approach to the explicit teaching of strategies that will help students become more effective readers in various contexts and different subjects; include the following stages in introducing reading strategies: presentation, modeling, guided practice, independent practice, reflection;
- plan various flexible groupings of students to promote cooperation, collaboration and interaction with peers; plan tasks to be performed in small groups or in pairs;
- provide access to reference resources (informational books, dictionaries, and so on) and plan mini-lessons on the effective use of these resources, as needed;
- provide students with various graphic organizers that will help them organize the key concepts and ideas of the theme being studied (e.g., a time line, a sequential table, a conceptual map);
- plan and organize teaching and learning tasks so that students have enough time in class to complete projects, research, reports and other oral and written work in French;
- plan for review periods in class to help students prepare for a final task or some kind of assessment; plan motivating review activities that the students must do in pairs or in groups (e.g., formulate ten questions on the topic being studied and then exchange questions with another group; prepare a graphic organizer that provides essential information on the subject; use the cooperative learning jig-saw technique, in which the students will have to prepare a summary of part of the material and share it with other students);
- carefully choose the types of reading assigned as homework and strive to minimize the activities and tasks that the students have to perform in French at home; avoid use of textbooks in home assignments.

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For specific suggestions on teaching reading comprehension strategies and other aspects of reading in a second language, consult the Reading and Viewing section, *Lecture et visionnement,* of the curriculum guide for each grade level. Further suggestions are provided in Appendix C.

Homework in French immersion

French immersion teachers must take into consideration several important factors with regard to homework and tasks to be completed at home. While homework can frustrate students in regular programs as well as their parents (Cooper, 2001; and others), the same is true in the French immersion setting, but the situation can be worse for both the students and their families. The matter of homework and the level of frustration felt by students and their families are frequently raised as major factors in parents' decisions to transfer their children out of an immersion program. It goes without saying that if teachers assign homework in the second language, they must carefully and judiciously choose the type of task or activity.

Immersion teachers must take great care in assigning work to be completed at home in French, which is not the students' mother tongue. They must take into consideration that a large number of activities performed in class are of the "guided practice" or "cooperative practice" type. Such activities require the teachers' support and instructions. It is obviously inappropriate to ask students to do at home, independently, tasks that they still cannot complete independently in class.

Immersion teachers must take into account the school's, or school board's, policy on homework. They must be aware of the students' linguistic level and, if assigning work for home completion, must choose activities based on student abilities and the requirements of the tasks, differentiating the tasks for their students.

Selection of appropriate homework in a second language

If homework is suggested for primary or elementary French immersion students, the tasks must be appropriate and the students must be able to complete them *independently*. The assigned tasks could be optional and should never be used as preparation for class lessons or activities. Any work assigned as homework must therefore be clearly explained, useful, differentiated for the students and at the proper level, in other words, at the independent level of the students. The students and parents should be told how much time is appropriate to spend on homework, including reading, and that this amount of time should not be exceeded.

As an alternative to the traditional style of homework, French immersion teachers might consider providing students with a monthly calendar of optional open-ended tasks, related to the topics and themes treated in class, which can be completed at home in English or in French. Such activities need not be returned to school for "correcting", but rather would be family-based activities which would build on or consolidate previous learning.

- Differentiate assigned work according to each student's level of linguistic skill and ability. The relevance of the tasks assigned is very important; it must be useful to the topic of study, in line with the students' areas of interest and adapted to the students' abilities.
- Provide open-ended questions and tasks, thereby permitting students to complete them at their own level.
- Give clear and precise instructions. The vocabulary must be familiar and the instructions very easy to follow. Discuss the task with the students and provide them with written instructions as a reference.
- Provide timely feedback on the work performed. The student has a right to an honest and a constructive opinion.

Homework to avoid in French

Homework to avoid in French immersion
- Avoid assigning as homework words or sentences for dictations or spelling tests. Although spelling has its place in a balanced writing program, weekly spelling tests are not an accurate measure of a student's writing skills (Trehearne, 2006) and often cause needless frustration for students and their parents. The *français* program should devote sufficient class time to exploring spelling rules and regularities, to the explicit teaching of a range of spelling strategies and to the practice of these strategies. It is important to personalize the targeted words or sentences to be worked on by the students, by taking words or sentences from their own writing. There should be regular opportunities for students to work on their individual word lists in class and do other activities that serve to develop their spelling skills. Consult *Developing Spelling Skills in the French Immersion Classroom* (Department of Education, 2010) for more information.
- With primary students, avoid assigning homework that requires writing in French. With elementary students, limit the amount of writing required at home. Students are able to work much more independently in class than at home in the evening, since, in class, they are surrounded by models and support in French, whereas at home they are surrounded by English.
- Do not assign as homework work that was not finished in class. Find another way of having this work completed.
- Avoid reading or revision at home that requires using school textbooks. School textbooks very often have a fairly high reading level, so it is better to plan for periods of reading or revision in class, such as having students work in small groups to review a unit. Provide a conceptual map or other graphic organizer to help students identify and understand the most important points.
- Avoid busy-work or one-size-fits-all types of activities. If homework is assigned, it must aim at motivating students and interesting them, through an appropriate and respectful level of challenge.
- Avoid using homework as a punitive or disciplinary measure. Homework should not be seen as something negative.

Advice regarding homework in French

The following advice, which relates to the language of instruction, stresses several factors that must be taken into consideration if homework is assigned to French immersion students.

Time
- Accurately calculate the time required to finish assigned homework in French. For many students, working in their second language in the evening is much more demanding and time-consuming than working in French in class.
- Set, and clearly communicate to the parents, how much time per evening a student should spend on homework, taking into consideration that the total number of minutes for homework, including reading, should never exceed five to ten minutes per year of study (e.g., 10 to 20 minutes for a Grade 2 student).
- Be realistic and moderate. It is better to give less homework so that the student continues to like doing it.
- Allocate the work over a long period. Never assign it every day or assign tasks to be completed for the next day.

School-home communication
- Ensure that any work assigned as homework can be completed by the student without assistance. There is frequently no adult at home to help the student in French.
- Clearly communicate to the parents, in English, the expectations regarding homework. It is not their role to help their children with homework in French or to "do" it for them, but rather to supervise them and provide favourable conditions in which to do the work. Encourage parents to set a regular place and time to do homework and to contact the school if the child has difficulties or feels frustrated with the homework assigned.
- Encourage parents to set time limits for their children. For instance, after a set time on any given exercise, they should have the student stop, even if the task has not been finished.

Appropriate homework in French immersion
- Estimate the ability of the student to complete assigned tasks in French independently. If a particular task poses difficulties in school, it will be even more challenging at home.
- Carefully choose any reading assigned as homework. Do not ask students to read in French a text that is beyond their independent reading level, even if the text has already been seen in class. A student's frustration because of a difficult text can easily cause unnecessary problems and concerns for the parents. Limit reading at home to texts that are at the student's independent reading level, in other words, texts that the student can read and understand with a success rate of 95% or more.
- On a regular basis, suggest that students listen to a radio broadcast or an audio recording or watch a television show or DVD movie in French at home to improve their oral comprehension and then have them share their experience with the class or a small group.

- Differentiate assigned work according to each student's level of linguistic skill and ability. The relevance of the tasks assigned is very important; it must be useful to the topic of study, in line with the students' areas of interest and adapted to the students' abilities.
- Provide open-ended questions and tasks, thereby permitting students to complete them at their own level.
- Give clear and precise instructions. The vocabulary must be familiar and the instructions very easy to follow. Discuss the task with the students and provide them with written instructions as a reference.
- Provide timely feedback on the work performed. The student has a right to an honest and a constructive opinion.

The teaching of grammar in French immersion

Teaching grammar in the context of authentic situations

In French immersion, it is essential that students learn grammatical notions and structures in order to improve the accuracy and mastery of the language. Most students in immersion are English-speaking and, when they start school, they do not have the basic structures of the second language which are needed in order to communicate effectively. Recent research has shown that **grammar must be taught in a rich and authentic context.** The appropriate teaching of grammar is done in an authentic communication context. It is based on the students' communicative needs and targets the forms and structures they need in order to accomplish oral or written communication tasks.

In immersion, as in any other communicative approach to second language acquisition, the teaching and learning of the language are focused on communication. Language is essentially the instrument for interaction and communication. Grammar is, therefore, a tool and not an end in itself. The goal of the teacher is not to teach grammar, but language. *Grammatical elements are taught and learned in the authentic situations in which they occur.* Students learn them because they need them for authentic communication tasks, either for comprehension or for production.

The notion of integration has never been as valid as in the case of French immersion. Teaching grammar in an isolated context, such as verb conjugation and replacing nouns with pronouns, only serves to complicate and disjoint the development of language. These concepts of grammar remain vague unless they are constantly presented within real-life activities that have a purpose and are put into practice during authentic and enjoyable communication activities.

Teachers need to make links between communication tasks (or communication situations) and the grammar required. In deciding which points of grammar or which structures to target in this functional approach, they identify the rules or elements *that are necessary for the situation.* In this way, the students are able to learn and practise the conventions of grammar *that they need* in the context of authentic situations.

Dealing with grammar implicitly and explicitly

Rather than using an explicit process that goes from rule to example, immersion teachers use a constructivist approach to the learning of grammar. This uses *an inductive process that begins with the implicit and moves toward the explicit.* This enables students to discover the grammar rules and structures that are presented within authentic communicative situations. In this way, they learn how the grammatical features are used to convey a message and practise using these elements in their own communications. What is important is not an in-depth understanding of the rules of grammar, but rather a comprehension of the grammatical forms and structures encountered, and the ability to use these structures and forms spontaneously and automatically.

In this approach to learning grammar, there is no specific order for the introduction of grammatical structures. *They are presented when they are needed for communication.* Language and learning activities flow naturally from the oral and written subjects and texts covered in class. The time dedicated to the exploration and practice of a grammar point depends in large part on its level of difficulty for the students.

The presentation of grammar notions starts with good models of language and with oral texts and written material of all sorts. The students observe the use of a particular linguistic structure in examples identified by the teacher and formulate their own hypotheses about the grammatical rule in question. The teacher then presents the rule or explanation and suggests games and activities that allow the students to repeat and practise the new structure, such as the use of cooperative learning structures. The examples and the explanations provided by the teacher, as well as the practice exercises suggested, should illustrate the natural use of the language and the targeted grammatical concept. They should also be suited to students' cognitive and linguistic development.

It is important for teachers to involve students in various activities in which the context is rich in comprehension supports (objects, images, gestures, diagrams and more). A solid linguistic base is thus established, allowing students to express themselves orally and in writing about various subjects and allowing them to understand oral and written texts in various subjects. When teaching grammar to students in immersion, it is important to plan activities based on implicit and explicit notions. It is important that students understand the form of the language and that the grammatical rules are explained, based on their level of comprehension and in a real context. Explanations should be short and simple, and address only one point or concept at a time. The approach taken to explaining grammar should address the needs and learning styles of the students; some prefer explanations from the outset, whereas others prefer to deduce the rules from examples in various communication situations.

When teaching grammar, consideration is given to the mechanisms and conventions of both the spoken and written language. For example, these conventions include phonetics, grammar, syntax, grammatical spelling and usage. The study of grammar should cover both acquisition strategies and knowledge transfer in real communications. Students do not need to be able to recite grammatical rules; rather, they need to learn to understand oral and written communication, to then learn to express themselves clearly in real and productive situations in accordance with the grammatical conventions of the French language.

Mini-lessons on grammar

Further to a diagnostic assessment of grammatical needs or prior to any kind of oral or written activity, teachers can present mini-lessons either to a group of students or to the entire class, depending on need. By addressing common errors and grammatical needs in this manner, teachers help students express themselves clearly in authentic interactive situations, while adhering to the grammatical conventions of the French language.

The recommended approach for teaching grammar and strategies in mini-lessons includes a number of steps which gradually increase the level of responsibility given to the student, moving the student from dependence to independence. The steps in this approach are as follows :

- demonstration and modeling by the teacher (using the think-aloud technique);
- shared practice;
- guided practice;
- independent practice; and
- reflection and feedback.

Before reading a written text or before a written production, for example, teachers could plan a revision as a mini-lesson that targets a certain grammatical element that is present in the text to be read or necessary for the written production. During the reading or the writing and editing stage, students would be encouraged to pay particular attention to that element. For more detailed information on planning the mini-lesson, consult the table "Stages in the explicit teaching of strategies and the strategic mini-lesson" in the section entitled Explicit teaching of language strategies.

The teacher must ensure that students understand that there is a significant difference between oral expression and written expression in French. The written form of the French language is more formal and, therefore, requires more careful attention. In French, for example, a person can say "*J'ai pas d'argent*" but must write "*Je **n'**ai pas d'argent.*" This difference means that students must learn the different codes and observe these differences in their own writing. By choosing a variety of texts for reading, the teacher is able to explicitly cover various grammatical points and make a link between the spoken language and the written language, using real examples to illustrate the rules and conventions.

Oral practice

To encourage students to focus on the clarity, accuracy and the presentation of their message, and to ensure that students become aware of the appropriate strategies, the teacher should plan a range of activities that will encourage the students to think about the grammatical structures and forms of the language and which will give them an opportunity to practise and automatically use the structures that have been explicitly learned. Such guided practice is essential for both oral and written communication. **It is only when the targeted structures become automatic in their speech that students will be able to integrate them into their written productions.** To make teaching more effective, the grammatical structures common to oral and written French should be practised and corrected in the oral language before being transferred—correctly—to the written language.

Integrating targeted grammatical structures

It is important that students transfer the knowledge and skills presented in various activities and mini lessons to their own oral and written productions. The teacher can check for this transfer by listening to students' oral productions or by analyzing their written work. For example, depending on the situation, the teacher may examine student use of certain grammatical points or linguistic conventions which have been presented and practised.

In terms of teaching grammar points, it is more effective to target fewer elements at a time with the students. The goal is for students to become more independent in the production of oral texts and in the writing and revision of written work. They should also be able to communicate more successfully and with a greater skill. The following suggestions may be useful in this regard.

- Explore a certain structure or a certain grammatical point in an oral or written text (e.g., the agreement of adjectives, the use of adjectives or adverbs, plural verb endings) as a start to a mini-lesson on the targeted element.
- Have students practise a grammatical structure orally before asking them to use it in writing. Plan for the use of cooperative learning techniques.
- Provide many opportunities for the guided practice of grammar points in motivating and authentic contexts: oral games integrating the targeted elements or structures, oral or written practice in pairs, oral or written practice in small groups, independent practice.
- Ask students what cues they used to solve cloze exercises or to identify missing words in the daily message.
- During individual conversations or group discussions, discuss with students the processes and strategies they use.

Teaching grammar cannot be left to chance. The teacher must plan activities that contribute to the development of grammatical elements and plan explicit lessons on writing strategies and techniques. The activities, strategies and methods used during grammar lessons must be practical and concrete, provide visual clues or allow the manipulation and reuse of grammatical structures. Teaching is based on the students' communication needs and targets the forms and structures they need to complete oral and written communication tasks. For a list of grammatical concepts targeted for each grade level, refer to the table of grammatical notions and writing skills in the next section of this document.

Activities, methods and strategies for teaching grammar

The teacher must plan a range of real and interesting tasks to be used to help the students acquire grammatical concepts, ensuring that cooperative practice or independent practice is preceded by modeling, shared practice and guided practice. Chapter 3 of the curriculum guide for *Français* for each grade level contains a number of suggestions for possible activities for the teaching of grammatical notions, but it is important to ensure that they are consistent with the needs and interests of the students. At the primary level, most of the activities will be done orally, while older students will move from oral to written practice.

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The following suggestions can be adapted to address other grammatical notions as well as the common grammatical errors made by students.

- While working on the past tense, ask students to explain to a partner, during the guided practice stage, what they did the previous evening. This oral practice could be followed by written practice.
- In an assignment on the agreement of adjectives, ask students to describe orally to a partner the image on various cards such as *« La sorcière est méchante. »* ou *« Le fantôme est blanc. ».* Later students could prepare Halloween books and activities; following a model or a text created through shared writing, they should be asked to use descriptive words in their text, in crossword puzzles or in other word puzzles. They could then share their work with another group of students.
- To practise using verbs in the imperative form in a real-life context, ask students to think of the steps for creating a geometric shape being studied in math, then ask them to share these steps with a partner, who must follow the steps. In other areas of the curriculum, ask students to describe the steps to follow in order to complete a basic activity. Younger students could explain to a partner or to a small group how to do something such as make a snowman (e.g., *Roule la neige pour faire une grande boule. Place une autre boule de neige sur la grande.*) Older students could be asked to create promotional posters in French to encourage good dental health, for example or to advertise the opening of a café to the other students at the school. "*Mangez beaucoup de fruits et légumes. Évitez des sucreries. Brossez les dents après avoir mangé.*" ; "*Venez tous visiter notre café! Buvez du bon thé et mangez des crêpes à la française.*"
- Following a mini lesson on the use of the imperative form, divide the class into small groups and ask each group to prepare a procedure to follow for an art project or a mathematical/scientific procedure, illustrating each step. Then copy the texts so that each group completes the projects or procedures developed by the other groups.
- When working on adjectives and agreement, ask students to work in groups of four. Have two students remove the adjectives from a text and two others guess which adjectives have been removed or suggest others in their place.
- Ask students to prepare a photo essay or oral presentation about their family members. Target a number of grammatical points such as the agreement of adjectives and verbs.
- During a lesson on the formulation of various types of questions, ask students to work in small groups and write an invitation to a member of the Francophone community. For example, they could ask questions and ask them to explain how they live as a Francophone in Newfoundland and Labrador.
- Extend the exploration of the present tense of verbs to shared reading sessions; ask students to identify all verbs conjugated in the past tense in the text; discuss the differences in the use of both verb tenses.
- Ask students to create a word wall (a glossary or list of words posted on the wall) containing the new vocabulary for a topic or unit in math, science or another subject area. Focus on the gender of nouns and give a mini lesson as needed on using a dictionary to determine whether a word is masculine or feminine.

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- Following a field trip, ask students to share with a partner or a small group or write in their journal about something that they have learned. Focus on one (or more) grammatical points, such as the use of the past perfect tense.
- Plan sessions for the collective correction of common errors. Present the class with a sentence containing an error commonly made by the students and ask them to find the appropriate way to express the idea in French. Discuss the error and practise the correct structure, using cooperative learning structures.
- In the guided practice stage of a lesson on a grammatical concept such as verb endings, ask students to write letters or e-mails to the school's administration to announce an event such as a school pyjama day. Ask the students to pay close attention to the notion covered.
- Following a lesson on adjectives, ask students to look at a newspaper or magazine and identify persuasive texts such as advice columns or advertising. Ask them to identify the features of these texts, such as advertisements for films playing at movie theatres. What descriptive words are used? What impact do these words have? They can share their ideas with a partner before writing their own persuasive text, in which they are to pay attention to the agreement of adjectives.
- To practise the appropriate verb tenses, ask students to create a timeline that represents important events in their lives, the life of a person being studied, or in a text they have read.
- To practise various ways of asking questions in a real and practical context, ask students to formulate questions orally about a subject being studied. They can then ask questions of a partner or of the members of their group. Alternatively, students can ask their questions in writing. For example, at the end of a science unit, ask students to work in pairs and prepare cards with questions on one side and answers on the other. The students can then exchange their cards with another group.
- Ask students to write to students at a francophone school, asking them to describe their favourite francophone musician or author.

Dealing with language errors

Errors in language are considered to be completely normal and a part of the language acquisition process. According to Bellavance (1991), [*translation*] "the error is in fact a reflection of the learner's skill." Teachers should not believe that all the linguistic errors made by students must be corrected. Not all errors have the same importance, but this does not mean that all errors can be allowed to slip by. In any case, teachers know full well that, without intervention, certain errors risk becoming fossilized. As Calvé (1991) has stated, it is therefore a matter of knowing *which* errors to correct, *when* to correct them and *how* to correct them.

Vignola (1994) emphasizes the importance of identifying the sources of students' errors in choosing which ones will be corrected. Students' errors have three possible causes:

- the English language or another known language (a negative transfer of terms or structures from English or another language);
- the French language (errors of over-generalization and simplification);
- the use of communication strategies (the errors arising from the use of strategies to get around a problem).

By analyzing students' errors, teachers can identify the transfers and generalizations being made and help the students to adjust their speech.

What to correct. There is no rule of thumb in identifying specifically which errors to correct, however certain guidelines can be suggested. According to Calvé (1991), a student's language should be corrected if a) the student could have avoided making that error, and b) if the student is ready to integrate the correct form. Articles written by numerous researchers (see Vignola, 1994) indicate that the errors that should receive most attention are the following, in order of priority:

- high-frequency errors, those that recur frequently and that risk becoming fossilized;
- errors that preclude or interfere with meaning;
- serious errors from a linguistic point of view or that irritate the interlocutor (such as an inappropriate code or level of language), taking into consideration the student's age and linguistic level;
- errors in structures which have already been taught orally.

When to correct. Teachers should not interrupt students who are trying to express themselves or convey a message. This could shatter the students' confidence and the willingness to take a risk. It would be better to note the error and then later plan a lesson or mini-lesson on the topic. The errors that should be corrected right away include those that could disrupt communication, those that risk becoming fossilized, those that could shock the interlocutor and those that are part of a current lesson or activity.

How to correct. The teacher should never humiliate a student; according to Calvé (1991), that is the fundamental rule for linguistic error correction. According to Fanselow (1977) and Walz (1982), the least effective correction technique is "the echo technique," in which the teacher corrects and repeats what the student said. This technique has no effect on the repetition of the same error. According to research, the most effective language correction techniques are the following, in order of importance:

- self-correction;
- correction by peers;
- indirect correction by the teacher (interventions that lead to self-correction or to correction by peers);
- direct correction by the teacher (the teacher provides the correct answer).

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Correction techniques

Given the large number of errors that students in immersion tend to make, teachers should lead the students to discovering and correcting the errors themselves. They must "push" the student to self-correct by giving sufficient information for the student to identify the error and try to correct it. The following techniques (adapted from Vignola, 1994) may be useful in the French immersion classroom:

- provide a part of the correct sentence to the student;
- draw the student's attention to an error without identifying it;
- suggest a possible answer that provides the correct structure;
- mime a key word;
- use "metalanguage" to indicate the source of the error (e.g., preposition, verb tense, adjective agreement);
- use gestures to indicate the presence of an error or to help the student find the correct structure and self-correct (e.g., point to a poster and roll the hands to indicate that word order needs to be changed).

Moreover, teachers must plan activities aimed at correcting common errors. Oral games, board games created by the teacher, cooperative learning structures and various interactive activities can all prove to be useful in helping students acquire correct linguistic structures and forms. Another useful approach is the weekly challenge. Each week, the teacher identifies a very specific structure that becomes the weekly challenge (e.g., *j'ai six ans; c'est à moi; j'ai fini*). After practising the target structure, the entire class tries to detect and correct errors in conversations and in writing.

Activities for correcting linguistic errors

When addressing linguistic errors which occur in oral production or in written production, it is essential that teachers ensure that students first use the correct structures orally. Once the correct form is integrated into the oral, the transfer can be made to the written language. The following suggestions can be adapted to suit other language errors, other points of grammar and other learning situations.

- When working on the agreement of adjectives, ask students to work with a partner and to create sentences using pictures of familiar objects. For example, pictures related to Halloween could produce sentences such as *"La sorcière est méchante."* or *"Le fantôme est blanc."* Subsequently, the students could prepare Halloween books in which they would have to use descriptive words with correct agreements. They could then share their books with other students.
- Invite the students to draw and describe members of their family. Target certain grammar points such as personal pronouns or the agreement of adjectives and verbs. Provide the students with a written framework to facilitate the task. *"Voici mon frère. Il est petit,"* *"Voici mes parents. Ils sont gentils,"* *"Voici ma grand-mère. Elle est très patiente."* This activity could be modified to use vocabulary related to a topic in science, mathematics or another area.
- To practise appropriate verb tenses, have the students create a visual time line that represents, in pictures, the important events in their lives or in the life of a person in a text that was read. Ask the students to use the appropriate verb tense to describe each event.

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- To practise verb production in the imperative in an authentic context, invite students to describe the steps required to draw a geometric form they are studying in mathematics. Model and practice the activity collectively before asking students to prepare their own description of the steps. Later ask them to share their oral description with a partner.
- When dealing with errors in use of the "passé composé," plan a mini lesson targeting the most familiar verbs in the first person, e.g., *j'ai fait, j'ai visité, j'ai regardé, j'ai vu, je suis allé, je suis parti.* Then ask the students to explain to a partner what they did the previous evening. This oral practice could be followed by written practice.
- To practise various ways of asking questions in a real and practical context, ask the students to formulate, orally, questions on a subject they are studying. Then they can ask questions of a partner or members of their group. Later, the students might be asked to prepare some questions in writing. At the end of a science unit, for example, ask the students to develop review questions. Later they could work in pairs and make cards with a question on one side and the answer on the other; the cards could be exchanged with other students.
- To address errors in gender, ask the students to make a word wall with the new vocabulary in math, science or a theme being studied. Target the gender of nouns and plan a mini-lesson to demonstrate how to use a dictionary to check if a word is masculine or feminine.
- To address common errors, plan grammar mini-lessons for a variety of situations and during various authentic reading or writing activities: reading aloud, shared or guided reading, shared or modeled writing, guided writing or independent writing.
- Plan guided oral practice sessions to address common errors. Provide students with a structure or a phrase which they must use and personalize while sharing with a partner, such as « *J'ai beaucoup aimé …. Je n'ai pas aimé …* »; « *En premier, elle a … Ensuite elle a … À la fin elle a …* » ; « *À mon avis, le personnage principal est …. Il est …. et …* » ; « *Ce (cette) … est à moi, ce (cette) … est à moi, et ce (cette) … est à moi.* »
- Explicitly teach how to check and correct a written text. Target one or more elements at a time and plan for a lot of guided practice in various groupings: in pairs, in small groups and individually. Encourage the students to identify certain errors by reading their text aloud, to themselves or to a partner.

Activities for correcting grammatical errors in writing at the elementary level

At the elementary level, students should be able to write and represent in a way that meets their needs in various communication situations. While grammatical elements and structures need to become entrenched in the oral language before they can be successfully transferred to the written language, students also need to become increasingly responsible for reviewing and correcting their own written texts. Consequently, they should develop a habit of using a revision and editing checklist to improve their written work.

It is important to plan various mini lessons throughout the writing process, based on the students' needs; some lessons may be appropriate for the whole class, and others could address the needs of smaller groups. It is essential to ensure that the proper level of support and scaffolding is offered to all of the students, as well as sufficient guided practice to help them use grammatical structures and features correctly and with more independence. To do so, the teacher should plan a range of activities, such as those in the following list, to be used in a variety of oral and written communications.

- During shared writing sessions, model the writing process, with special emphasis on strategies for spelling and correction. Encourage students to use their knowledge of the oral language during this process. Plan shared and guided practice sessions as reinforcement.
- Give mini grammar lessons in a variety of situations during various genuine reading and writing activities: reading aloud, shared or guided reading, shared or modelled writing, guided writing and independent writing. Provide ample time for oral guided practice of the grammatical notion or structure focused on.
- Plan activities to help students use and correct grammatical conventions more independently. Focus on one grammatical structure or notion at a time, based on the students' needs, bearing in mind that the writing process is a cumulative process. Mini lessons should address the students' needs during this process and should incorporate oral practice before moving to the written.
- Explicitly teach how to check and correct a written text; focus on one or more points at a time and schedule extensive periods of guided practice in various groups – in pairs, small groups and individually. Encourage students to read their texts aloud to themselves and/or to a partner and to note any phrases which don't sound right.
- Prepare a checklist to remind students of the major steps in the drafting and correction process. Post the steps of the writing process near the writing centre; in the writing file, place a card reminding students of various spelling strategies (e.g. *try several ways of writing the word; break down a word into smaller words, think of a word that is pronounced the same way*), in addition to the list of things to check when writing and correcting a draft.
- Ask students to check their written text step by step. Target only a few points at a time and present mini lessons on verb conjugation, homophones, agreements, punctuation, spelling and style, etc. according to need. For example, in terms of conjugation, explain to students how to identify the verb and tense, or how to identify the subject and have the verb agree with it. Provide model texts and other visual / printed references for student use.

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- Introduce the students to reference material such as grammar guides, pertinent classroom posters, conjugation tables and model texts to help them with various grammatical concepts such as agreements and verb endings. Model the use of reference resources and encourage students to use them when preparing actual oral and written communications and to carefully check various grammatical elements. Verb conjugation remains one of the major difficulties in the French language for immersion students; because the verb is the key to the sentence, it is essential that students understand the importance of the proper use of verbs and develop strategies for identifying and checking verb endings.
- Present the CHAPOS technique for identifying and correcting mistakes in written work:
  - C   Conjugation
  - H   Homophones
  - A   Agreement
  - P   Punctuation
  - O   Orthography (spelling)
  - S   Style

  (source: Manitoba Education and Training, 1998)
- Encourage students to consult a partner during the revision and editing stages and to improve texts using a revision and/or editing checklist during and after reading the text aloud. Ensure that students have enough time to work on every point in the checklist and to share their ideas with their partners. Aim to create multiple opportunities for interaction and sharing among students during the writing process; encourage students to help each other improve their written work during the revision and editing stages.

Table of grammatical concepts and skills for the primary level

The grammatical concepts and information in the following tables specifically address the needs of **primary French immersion** students. The purpose of these tables is to specify the grammatical elements to target with the students. The emphasis is less on the abstract rules of grammar and more on the effective use of strategies that allow the students to communicate clearly while respecting linguistic conventions. The teacher can facilitate the discovery of certain grammar rules and usage but explicit explanations may be required in some situations and should be provided when needed. In all cases, modeling of grammatical structures and elements is necessary, as is considerable shared and guided practice before the students can internalize the targeted structures and add them to their implicit knowledge of the French language.

The following tables are <u>not</u> intended as a checklist for student performance. Their aim is to give teachers an overview of basic grammatical elements in the French language that are presented and developed at the primary level. Most of the elements in the tables deal with oral French, but some deal specifically with the written code of the language.

Teachers are not expected to cover all the elements in detail, but should make a conscious effort to expose the students to the appropriate terminology (e.g., *c'est un accent circonflexe*), and have them take part in language development activities in order to develop and put into practice the elements listed. Should an occasion arise to present or explore a certain grammar point at a level lower than the one indicated in the tables, collectively or individually, teachers are certainly encouraged to take advantage of it. For instance, reading a story such as *La petite poule rousse* can be a great opportunity for drawing the attention of kindergarten students to the use of the question mark or the exclamation point.

Note: The grammatical structures identified should be presented to the students and practised as part of oral activities with a view to being used in the students' <u>oral productions</u>. It is understood that the linguistic development of each student will follow an individual rate and pattern. It is only when the targeted structures become automatic in their speech that students will be able to integrate them into their written productions.

Table key

I = Introduction: The explicit presentation and explanation of new grammatical concepts or structures (e.g., modeling, demonstrations, mini-lessons, guided practice) and the emergence of competence in the student.

R = Reinforcement: The reinforcement and continued treatment of concepts and grammatical structures taught explicitly at previous levels (e.g., mini-lessons, guided practice, independent practice) and the consolidation of skills in the student.

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Table of Grammatical Concepts and Skills for the Primary Level				
Grammatical Structures	Level			
	M	**1e**	**2e**	**3e**
Sentence structures				
affirmation - subject/verb: *Elle mange* - subject/verb/complement: *Elle mange une pomme.* - subject/verb/adverb: *Elle mange lentement.*	I	R	R	R
negation - subject/verb: *Elle ne regarde pas.* - subject/verb/complement: *Elle ne regarde pas la télévision.* - subject/verb/adverb: *Elle ne marche pas lentement.*	I	R	R	R
question formation - *est-ce que… ?* - inversion: *As-tu fait cela ? Mange-t-il ?* - using a variety of types of questions, e.g., *Qui ? Comment ? Pourquoi ? Qu'est-ce que … ?*	I	R	R	R
Article preceding noun *le, la, l', un, une*	I	R	R	R
Direct and indirect object		P	R	R
Plurals				
articles *les, des*	I	R	R	R
article-noun agreement (e.g., *les enfants*)	I	R	R	R
irregular plurals (e.g., a*nimal - animaux*)		I	R	R
indicators of plural (*ses, mes, tes*, etc.)		I	R	R
verbs: *-ent* as verb ending (in writing only)		I	R	R
Possession (e.g., *le chat de Marc*)		I	R	R
Adjectives				
position of common adjectives before or after the noun (e.g., *la maison <u>verte</u>, la <u>petite</u> maison*)	I	R	R	R

adjectives in the feminine (e.g., *blanc / blanche*)
       - **regular form** (e.g., *verte, petite, grande*)
       - **common irregular forms** (e.g., *grosse, bonne*)
	I	R	R	R

comparative (*aussi ___ que; plus ___ que; moins ___ que*	I	R	R	R
superlative (*le plus ____; le moins ____*)	I	R	R	R
Pronouns				

replacement of nouns by a pronoun of appropriate gender and number (e.g., *le garçon→ il; la table → elle*)
   - Kindergarten: people (*maman → elle; Paul → il*)
   - Grades 1 to 3: people and objects (*le chien → il; les fleurs → elles; mes parents → ils*)
	I	R	R	R

plural pronouns (e.g., *mes amis et moi → nous; les garçons → ils; les filles → elles*)		I	R	R

Grammatical Structures (cont'd)	Level			
	M	1ᵉ	2ᵉ	3ᵉ
Contraction and elision				
l' + vowel (*l'avion*)		I	R	R
d' + vowel (*beaucoup d'amis*)		I	R	R
à + le = au			I	R
à + les = aux			I	R
de + le = du			I	R
de + des = des			I	R
Possession				
Possessive adjectives				
mon, ton, son, ma, ta, sa	I	R	R	R
mes, tes, ses		I	R	R
leur, leurs, notre, nos, votre, vos			I	R
Possessive pronouns				
à moi, à toi, à lui, à elle	I	R	R	R
à nous, à vous, à eux, à elles			I	R
le mien, les miens, la mienne, les miennes *le tien, les tiens, la tienne, les tiennes* *le sien, les siens, la sienne, les siennes*		I	R	R
***Accents (in writing only)**				
grave ⟶ è *très*	I	R	R	R
aigu ⟶ é *Je suis allé*	I	R	R	R
circumflex ⟶ ê *fête*	I	R	R	R
cedilla ⟶ ç *garçon*	I	R	R	R
dieresis ⟶ ë *Noël*	I	R	R	R
Homonyms (in writing only)				
est/et			I	R
à/a			I	R
mes/mais			I	R
on/ont			I	R
son/sont			I	R
c'est/ces/ses		I	R	R

***Note:**

1. It is strongly recommended that teachers use the correct terminology to name the accents. Kindergarten teachers are encouraged to integrate accents in writing exercises.

2. It should be noted that the officially recommended spelling of approximately 2,000 words has changed to eliminate flagrant inconsistencies. Among this new spelling, the circumflex has disappeared on the letters *i* and *u.* At present, spellings with or without the circumflex are considered correct. For more information, see the document *La nouvelle orthographe, parlons-en!* at: http://www.orthographe-recommandee.info/miniguide.pdf.

Verbs

Key: Codes **M, 1, 2** and **3** refer to the grade level at which the concept is presented and practised in the oral language. It is understood that concepts are developed on the basis of the students' progress and readiness.

Verbs	1st person singular *je*	2nd person singular *tu*	3rd person singular *il/elle/on*	1st person plural *nous*	2nd person plural *vous*	3rd person plural *ils /elles*
Être						
in the present	1	1	M	3	3	2
in the imperfect	2	2	1	–	–	2
in the passé composé	1	3	M	3	3	3
in the near future (*il va être*)	1	2	M	1	3	2
Expressions with *être* e.g., *il est allé, je suis parti, je me suis levé, elle s'est habillée, ils sont arrivés*	1	2	M	2	3	2
Avoir						
in the present	M	1	M	M	3	2
in the passé composé	1	3	M	2	3	3
in the imperfect	2	2	2	3	3	2
in the near future (*il va avoir*)	1	2	M	1	3	2
Expressions with *avoir* e.g., *j'ai fini, elle a soif, j'ai faim, il a 7 ans, j'ai peur, ils ont raison, elle a l'air heureux*	M	1	M	2	2	1
Faire in the present	1	2	M	2	2	2
Usual expressions with *faire,* e.g., *Il fait chaud. Ça ne fait rien. Je fais du ski. Fais attention !*	M	1	M	2	2	2
Aller in the present	1	1	M	M	3	3
Aller, faire						
in the passé composé	1	2	M	2	2	2
in the imperfect	2	2	1	3	3	3
in the near future (*il va aller*)	1	2	M	1	3	2
Verbs in –er						
in the present	1	1	M	2	2	2
in the passé composé	1	2	M	M	2	2
in the imperfect	3	3	1	–	–	2
in the near future	1	2	M	1	3	2

Verbs (cont'd)	1st person singular je	2nd person singular tu	3rd person singular il/elle/on	1st person plural nous	2nd person plural vous	3rd person plural ils /elles
Vouloir in the present	M	2	1	3	3	3
Pouvoir in the present	M	2	1	3	3	3
Devoir in the present	1	2	1	3	3	3
Aller in the present	1	1	M	M	3	3
Faire in the present	M	1	M	2	2	2
The correct use of verbs in simple tenses in daily situations (e.g., *il faut, il pleut, je dois, on peut, on a mis, j'ai compris*)	1	1	M	3	3	3
Two verbs that follow (verb + infinitive) - 1st person singular (e.g., *j'aime manger, je veux aller, je dois faire*) - 1st, 2nd, 3rd, person, singular and plural (e.g., *elle va nager, tu peux aller, nous allons faire, vous devez faire*)	M 1	M 1	M 1	M 1	M 1	M 1

Note:
1. Research shows that the 25 most frequent verbs are the following: *être, avoir, faire, aller, dire, voir, savoir, vouloir, venir, prendre, pouvoir, falloir, arriver, croire, mettre, passer, devoir, parler, trouver, donner, tenir, comprendre, partir, connaître, demander.* Special attention should therefore be given to these verbs, ensuring that students are able to use them orally in the most common simple tenses.

2. Before the start of Grade 3, teachers will have made students aware of the significance of the present, past and future verb tenses, as well as the use of indicators, such as *aujourd'hui, hier* and *demain*. The slight difference in meaning that exists between the *passé composé* and the imperfect tenses should not be emphasized.

Table of grammatical concepts and skills for the elementary level

The notions of grammar and points listed in the following table address the needs of **elementary French immersion** students specifically. The purpose of the table is to detail the elements of grammar to be covered with students; less emphasis is placed on abstract knowledge of the rules of grammar, and more emphasis is placed on the effective use of strategies students can use to communicate clearly, based on the conventions of the language. Teachers can help students discover some rules of grammar and usage on their own, but in some situations and as needed, teachers need to give explicit instructions. In all cases, teachers need to ensure that they model for students the correct use of grammatical structures and elements, and provide students with a great deal of shared and guided practice, both with the oral and the written language, before students are expected to move to independent practice.

Note: The grammatical structures identified should be presented to the students and practised as part of oral and written activities with a view to being used in the students' <u>oral and written communications</u>, not only in exercises. It is understood that the linguistic development of each student will follow an individual rate and pattern. It is only when the targeted structures become automatic in their speech that students will be able to integrate them accurately into their written productions.

Grammatical elements to identify and locate in sentences

In addition to the grammatical concepts and understandings expected in students' oral and written work, students should be able to identify and locate certain elements in sentences and texts. A list of these elements follows the table of grammatical concepts and skills (in the next section).

Table key

I = Introduction: The treatment of a concept through explicit teaching (e.g., oral and written modelling, demonstrations, mini lessons, guided practice) and the emergence of student proficiency

R = Reinforcement: The continued treatment of the concept through explicit teaching (e.g. oral and written mini lessons, guided practice, cooperative practice) and consolidation of student proficiency

A = Acquisition: The students' proficiency demonstrated in independent oral and written communication (e.g. speech, oral presentations, creative writing, reports, journal)

Table of Grammatical Concepts and Skills for the Elementary Level			
Grammatical Structures	**Level**		
	4ᵉ	5ᵉ	6ᵉ
Sentence Grammar			
Sentences			
Simple sentence	A	A	A
Complex sentence	I	R	A
Active and affirmative sentence	A	A	A
Negative sentence			
ne … pas	A	A	A
ne … jamais ; ne … rien	I	R	A
ne … plus ; ne … que	-	I	R
Imperative sentence			
2ⁿᵈ person singular	I	R	R
2ⁿᵈ person plural	-	I	R
infinitive	-	-	I
Interrogative sentence			
"*est-ce que*" form	A	A	A
inverted form	I	R	R
interrogative words:			
qu'est-ce que, qu'est-ce qui, combien, comment, où, pourquoi, quand, qui	I	R	A
que, à qui, quel, quelle, quels, quelles	-	I	R
lequel, laquelle, lesquels, lesquelles	-	-	I
Exclamatory sentence	I	R	A
Punctuation (written form only)			
Capital			
at the beginning of the sentence	A	A	A
elsewhere	R	A	A
Period			
at the end of sentences	A	A	A
abbreviations	I	R	R
Question mark	A	A	A
Exclamation mark	A	A	A
Colon	I	R	R
Quotation marks in reported speech (e.g., *Elle m'a dit: « Tu dois partir tout de suite. »*	I	R	A
Comma			
in lists	I	R	A
in apposition (e.g., *Paul, mon frère, aime les pomm*es.)	-	I	R
after an introductory sentence complement (e.g., *Dehors, il fait froid.)*	I	R	R
Ellipsis marks	-	-	I

  I = Introduction   R = Reinforcement   A = Acquisition

Grammatical Structures	Level		
	4ᵉ	5ᵉ	6ᵉ
Sentence and Text Grammar			
Nouns			
Gender of everyday vocabulary	R	R	R
Forming the plural of everyday vocabulary	R	R	R
Forming the feminine form of words (e.g., *chien/chienne; directeur/directrice*)	-	I	R
Pronouns			
Personal pronouns (including "*on*")	I	R	R
Possessive pronouns			
le mien, la mienne, le tien, la tienne, à moi, à toi,	I	R	R
le sien, la sienne, à lui, à elle	-	I	R
à nous, à vous, à eux, à elles	-	-	I
Object pronouns			
le, la, les (e.g., Je vois le garçon. Je <u>le</u> vois.)	I	R	R
lui, leur (e.g., Elle parle à sa mère. Elle <u>lui</u> parle.)	-	I	R
y, on (e.g., *On va à la bibliothèque. On <u>y</u> va. / J'ai douze bonbons. J'<u>en</u> ai douze.)*	-	-	I
Demonstrative pronouns			
ceci, cela	I	R	A
celle-ci, celle-là, celui-ci, celui-là	-	I	R
ceux-ci, ceux-là, celles-ci, celles-là	-	-	I
Indefinite pronouns (unspecified quantity or identity)			
on, personne, quelqu'un	I	R	R
Relative pronouns			
que, qui, lequel, laquelle, où	-	-	I
Interrogative pronouns			
qu'est-ce que, qu'est-ce qui, quel, quelle, quels, quelles	I	R	R
qui, que, à quoi	-	I	R
lequel, laquelle, lesquels, lesquelles	-	-	I
Reflexive pronouns			
je + present *(e.g., Je me lève.)*	I	R	A
tu, il, elle, on + present	-	I	R
ils, elles + present	-	-	I
je + past perfect *(e.g., Je me suis levé(e))*	-	-	I
Prepositions, conjunctions and connectors			
Appropriate use of*:*			
après, avant, car, comme, de plus, derrière, ensuite, et, puis, parce que, pendant, sans, vers	I	R	A
alors, depuis	-	I	R
ainsi, donc, en effet, ni, or	-	-	I
Determinatives (and agreement in gender and number)			
Articles			
le, la, l', les, un, une, des	I	R	A
Contracted determiners			
au, aux, du, des, l', d'	-	I	R
Demonstrative determiners			
ce, cet, cette, ces	-	I	R

I = Introduction   R = Reinforcement   A = Acquisition

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Grammatical Structures	Level		
	4ᵉ	5ᵉ	6ᵉ
Sentence and Text Grammar (cont'd)			
Determinatives (and agreement in gender and number) (cont'd)			
Possessive determiners			
ma, mon, mes, ta, ton, tes, sa, son, ses,	I	R	R
notre, nos, votre, vos, leur, leurs	-	I	R
Numerals (e.g., *cinq pommes, le troisième rang*)	I	R	R
Quantifiers (indefinite adjectives)			
plusieurs, beaucoup	I	R	R
la plupart, quelques, quel, quelle, quels, quelles	-	I	R
certains, certaines, différents, différentes	-	-	I
Adjectives			
Qualifying adjectives: Position and agreement in gender and number of common adjectives (e.g., *une bonne pomme, des pommes vertes, une belle grosse pomme rouge*)	I	R	R
Comparative and superlative adjectives			
regular (*plus, moins, le plus, le moins*)	I	R	A
irregular *(bon, meilleur, le meilleur; mauvais, pire, le pire)*	I	R	R
Note: All adjectives are determinative. In this curriculum, the term "possessive determiner" is used instead of "possessive adjective"			
Adverbs			
Use of usual adverbs	I	R	R
Formation of common regular adverbs (e.g., *lent, lentement*)	I	R	R
Formation of common irregular adverbs (e.g., *bon, bien*; *mauvais, mal)*	-	I	R
Comparative and superlative forms of *bien* and *mal*	-	I	R
Agreement			
Agreement in gender			
Words where agreement is noted in speech (e.g., *un grand bureau; une étoile brillante*)	I	R	R
Agreement in number			
Words that take an "s" in the plural, no separating words between the article and the noun (e.g., *les ballons*)	A	A	A
Words that take an "s" or an "x" in the plural, with words separating the article from the noun (e.g., *de très grands ballons; des beaux bateaux*)	R	R	A
Exceptions: as they arise in context (e.g., *animal, animaux; travail, travaux*)	R	A	A
Invariable words (ending in "s," "x" or "z")	R	R	A
Verb group agreement with noun group (e.g., *Le rat et le chat jouent.)*	I	R	R
Agreement of the past participle of verbs introduced and learned at each level, without emphasis on agreement in gender and number.	I	R	R
Homophones			
a, à, as /ça, sa /ces, ses, c'est (s'est) /et, est / -é, -ez, -er / mais, mes (mets) /on, ont /son, sont	I	R	R
la, l'a / ou, où / peu, peut, peux	-	I	R
ce, se / cet, cette / dois, doit, doigt	-	-	I

I = Introduction   R = Reinforcement   A = Acquisition

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Grammatical Structures	Level		
	4ᵉ	5ᵉ	6ᵉ
Sentence and Text Grammar (cont'd)			
Verbs			
Correct use of verbs in the tenses commonly used in daily situations (e.g., *il faut, il pleut, je dois, on peut, on a mis, j'ai compris*)	R	R	A
The four most frequently used verbs (*être, avoir, faire, aller*) with *je, il, elle, on, ils, elles* **in the present**, **past perfect, imperfect and near future tenses** (*je vais aller*), and other verbs that frequently appear in students' speech and writing (*aimer, jouer, manger, dire, finir, parler, etc.*)	I	R	R
The seven most frequently used verbs (*être, avoir, faire, aller, dire, voir, savoir*) with *je, tu, il, elle, on, nous, vous, ils, elles* **in the present**, **past perfect, imperfect, near future and simple future tenses**, and other verbs that frequently appear in students' speech and writing	-	I	R
The twelve most frequently used verbs (*être, avoir, faire, aller, dire, voir, savoir, vouloir, venir, prendre, pouvoir, falloir*) with *je, tu, il, elle, on, nous, vous, ils, elles* **in the present**, **past perfect, imperfect, near future and simple future tenses**, and *devoir, croire, mettre* and other verbs that frequently appear in students' speech and writing	-	-	I
Regular verbs ending in *er, ir*, and *re* **in the imperative**, and other verbs that frequently appear in students' speech and writing 2ⁿᵈ person singular (e.g., *Fais ceci. Découpe cela. Sois gentil.*) 2ⁿᵈ person plural (e.g., *Faites attention. Fermez la porte. Collez le papier.*) Infinitive (e.g., *Recycler les bouteilles.*)	I - -	R I -	A R I
Two consecutive verbs (verb + infinitive) 1ˢᵗ person singular (e.g., *j'aime manger, je veux aller, je dois faire*) 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ person, singular and plural	I -	R I	A R
Expressions with *avoir* and *faire* Common expressions (e.g., *J'ai faim. J'ai fini. Elle a dix ans. Il a l'air heureux. Il fait chaud. Ça ne fait rien. Elles font du sMi. Fais attention!*)	R	R	R

Note:
Research has found that the 25 most frequently used verbs are: *être, avoir, faire, aller, dire, voir, savoir, vouloir, venir, prendre, pouvoir, falloir, arriver, croire, mettre, passer, devoir, parler, trouver, donner, tenir, comprendre, partir, connaître, demander.* Special attention should be paid to these verbs and others that frequently appear in students' speech and writing.

I = Introduction   **R = Reinforcement**   **A = Acquisition**

Grammatical Structures	Level		
	4ᵉ	5ᵉ	6ᵉ
Grammatical Elements to Identify and Locate in Written Sentences			
The nature of words			
Proper nouns (e.g., *Gillian, Gander, la Terre*)	I	R	A
Common nouns (e.g., *un avion, notre école*)	I	R	A
Verbs (e.g., *lire, écrire, aller, faire*)	I	R	A
Personal pronouns (*je, tu, il, elle, on, nous, vous, ils, elles*)	I	R	A
Possessive pronouns (e.g., *le mien, la tienne*)	I	R	A
Demonstrative pronouns (e.g., *celui, celle*)	I	R	R
Adjectives (e.g., *gentil, ensoleillé*)	I	R	A
Adverbs (e.g., *bien, toujours, tard, rapidement*)	I	R	R
Possessive determiners (e.g., *ma, mon*)	I	R	R
Demonstrative determiners (e.g., *ce, cette*)	I	R	R
Indefinite determiners (e.g., *certains, quelques*)	I	R	R
Functions of Syntax			
Subject (e.g., <u>*Le soleil*</u> *brille.* <u>*Les petits enfants*</u> *jouent dehors.*)	I	R	R
Verb (e.g., *Les élèves* <u>*chantent*</u> *très doucement.*)	I	R	R
Complement group (e.g., *Elle écrit* <u>*à sa grand-mère*</u>*.* <u>*Depuis ce matin*</u>*, elle se sent malade. Elle ne peut pas sortir* <u>*parce qu'elle est occupée*</u>*.*)	-	-	I

   I = Introduction   **R = Reinforcement**   **A = Acquisition**

Effective Assessment and Evaluation

Assessment and evaluation are essential elements in teaching and learning. Without effective assessment and evaluation, there is no way to know how well the students have learned, if the teaching was productive and what would be the best way of meeting the students' ongoing learning needs. The quality of assessment and evaluation in the educational process is definitely linked to the student's performance.

Definition of terms

Even though the terms assessment and evaluation are frequently used interchangeably, they do not mean the same thing. **Assessment** is the systematic gathering of information on a student's learning, and includes the **evaluation of prior knowledge,** sometimes called assessment **for** learning: the determination of the student's characteristics (e.g. learning style) and prior knowledge and experience. It also includes **formative assessment**, a continuous, ongoing assessment **during** learning, which highlights progress in development of learning and skills, with a view to providing appropriate interventions to meet the learning needs of students. **Evaluation** involves analyzing the information derived from a range of assessments, reflecting on it and summarizing it as well as formulating opinions and making decisions on the basis of the information gathered. It is sometimes referred to as assessment **of** learning.

Research consistently shows that monitoring and feedback are essential to improving students' learning. What is assessed and evaluated, the way it is done and the means of communicating results send clear messages about the elements that are truly valuable. The evaluation process should provide a wealth of information that reflects students' progress in order to achieve learning outcomes and to guide future teaching after the data is gathered from various sources. Evaluation demands that teachers reflect on what the students have learned in order to share this information with them, their parents, their guardians and school administration.

Student assessment is not a supplementary component but rather an integral part of teaching, as the information obtained allows teachers to make modifications to the teaching and instructional methods used. The assessment must focus on the student so that the subsequent process and decisions reflect true concern for each student.

Pre-assessment and evaluation of prior knowledge

To allow all students to learn and develop to their full potential, teachers must take into consideration their prior knowledge and general characteristics with regard to a specific learning goal. An accurate knowledge of students' characteristics and prior knowledge is derived from a pre-assessment and an analysis of the current situation in relation to the students' pedagogical situation and learning. This assessment *for* learning helps teachers plan their instructional approach to ensure the students' are successful based on what the learning outcomes indicate the students should be able to know, understand and be able to do.

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Pre-assessment is an important part of a differentiated approach because, to plan and act effectively, teachers must have a solid understanding of each student's individual profile: the strengths and needs, the skills, interests, prior knowledge and experience, preferred learning modalities, predominant intelligences, and level of linguistic development. This type of assessment helps teachers determine students' readiness level for a given learning activity. It gives teachers a better understanding of their students' needs and helps teachers plan insightfully: what information will be presented first, how it will be presented, and how it will be put into practice by the students. It also allows them to vary their pedagogical interventions, the material they use, the types of groupings and the methods for assessing learning in order to reach the most students.

Prior knowledge and experience is assessed using various means and tools such as interviews, questionnaires, observations, self-evaluation, students' work, and tasks created to clarify or target prior knowledge. This type of assessment allows teachers to choose appropriate interventions that are likely to maximize students' learning. It also allows teachers to evaluate the impact of their teaching and of various interventions on the students' success, by comparing the results at the initial level to those following the actions and interventions.

Formative assessment

Learning outcomes structure teaching and learning and provide a framework for assessment and evaluation. Assessment is an integral part and a permanent component of the learning process in immersion. It must be used to structure the teaching the better to ensure students' success. The students must also have frequent opportunities for assessing and evaluating their own learning. In French immersion, the assessment *during* learning must be balanced to take account of both the learning process and its products.

Balanced assessment must:
- measure the students' skills, knowledge and attitudes;
- devise methods that allow for various learning preferences;
- encourage the students to regularly assess their work and that of others;
- assess the learning process for each student, in relation to the curriculum outcomes ;
- allow for multiple forms of assessment and the assessment of various products; and
- provide information for effective planning and teaching.

To enable teachers to determine the next steps in advancing student achievement, assessment strategies must be devised to systematically collect information related to student progress and learning needs in relation to the curriculum outcomes. Teachers must use numerous strategies to give students many opportunities and various ways to demonstrate their knowledge, skills and attitudes. There are many assessment strategies that can be used to collect this information both formally and informally.

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Assessment must be a continuous process consistent with the established curriculum outcomes. Teachers track student progress, analyze any student difficulties and then plan for appropriate intervention: explicit teaching, individual support, workshops, mini-lessons, shared and guided practice and more.

La *Trousse d'appréciation de rendement en lecture - maternelle à troisième année* (Department of Education, 2009) is an authorized reading assessment kit which aims to assist teachers in the assessment of reading skills in early French immersion students and includes a series of assessment tools for creating a general overview of the student as a reader. It also contains several tools for assessing writing skills.

Evaluation

Through evaluation, teachers and others analyze and interpret information on students' learning that was obtained in various ways. This assessment *of* learning describes the students' performance with regard to the curriculum outcomes (SCOs) targeted at a given time. Evaluation consists of:
- establishing guidelines and criteria for the allocation of marks and levels ascribed to the students' work;
- synthesizing the information obtained from multiple sources;
- weighing and aligning all the available information;
- demonstrating professional insight in making decisions based on this information.

Evaluation provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, school and district staff. It confirms what students know and can do and it occurs at the end of a learning experience using a variety of tools. Oftentimes, it provides the foundation for discussions on student placement or promotion. Because the consequences of assessment *of* learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

Balanced evaluation must therefore:
- measure students' skills, knowledge and attitudes, as well as their growth;
- devise measures that take into consideration the various learning styles and learning preferences;
- spur the students to regularly assess their work and that of others;
- assess the learning process;
- assess various products;
- provide information for effective planning and teaching.

Guiding principles for assessment and evaluation

The processes and techniques related to assessment and evaluation should:
- determine if the expected results were achieved;
- be consistent with the learning outcomes;
- be an integral part of the teaching and learning process as well as of each part of the course;
- provide all students with the opportunity to demonstrate that they have achieved the expected outcomes;
- provide positive, instructive and dynamic feedback to the students;
- allow students to have greater confidence and encourage their full participation;
- provide a range of opportunities which allow students to show what they have learned and to demonstrate that they have attained the desired outcomes.

Process and product

Assessment takes into consideration the process and the product. The product can be considered as the object of learning. *What should the students know? What do they need to understand? What should they be able to do?* The object of learning is described under the learning outcomes. It is possible to assess the ends without referring to the means within a product-based teaching activity.

The process refers to what is done by the students as they acquire knowledge, values and skills. In teaching, the emphasis moves from the object or product to the methods used to acquire and use the subject. Students learn to find information, become independent thinkers and use their knowledge to solve new problems and make decisions.

The third chapter of the curriculum guide for *Français* for each grade level provides suggestions for teaching and learning as well as assessment and evaluation. Many of the suggestions can be interchanged and used either as learning activities or as assessment activities, if not both. These documents can be consulted on the Department of Education website at http://www.ed.gov.nl.ca/edu/k12/french/immersion/francais/index.html.

Selection of assessment activities

In selecting assessment activities, two important questions must be asked: "*What is the learning process and what should the student be able to accomplish?*" The answer to these questions allows teachers to choose or devise the best way to help students achieve the expected results.

Students are expected to demonstrate that they have the knowledge, abilities and skills they are meant to have acquired. They can do so in various ways: a practical demonstration of ability, oral or written explanations, the production of oral, visual or written texts, the representation of information in graphs or tables, the research and presentation of information, the planning of a product or the development of a plan, and drawings, visuals or graphics representing a concept, a process or an idea. The choice depends on available resources, including time, and on the types of learners and their strengths.

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Each student is unique. In a group of students, there is a wide range of differences in pace and ways of learning, experiences and interests that is foreseen and respected. Individual differences should be emphasized and drawn upon. A viable goal is to give each student equal opportunities to be successful, while they try to reach the set learning outcomes and do their best. Higher achievement and skill development are more important than competition and comparison with others.

Strategies for assessment data collection

An effective assessment of learning requires using various strategies to systematically collect information. When preparing activities and assignments, teachers must use a range of assessment strategies, giving students many possibilities to demonstrate what they know, how well they understand, what they can do, and to which values they subscribe.

Teachers are encouraged to use assessment methods that are consistent with student-centric teaching methods:
- negotiate and clearly state the criteria used to assess achievement;
- create assessment tasks that help students judge their own learning and achievement;
- devise assessment tasks that incorporate various learning styles;
- tailor the assessment tasks as required to meet the students' specific learning needs;
- provide regular feedback on the students' learning and achievement.

Activities, tasks and strategies for assessment include, but are not limited to, the following:
- observation (formal or informal);
- samples of work (oral, written, visual);
- interviews and conversations (formal and informal);
- the learning journal;
- questioning;
- responses and reactions via dramatic or artistic expression;
- media productions (e.g., audio or video tapes);
- portfolios;
- projects;
- presentations, demonstrations and exhibitions;
- self-assessment or peer assessment;
- case studies;
- questionnaires, surveys and inventories;
- achievement-related tasks;
- tests devised by teachers or others.

Differentiated assessment

Differentiation, above all, is a way of thinking about teaching, learning and assessment, a philosophy that guides all teaching practices. A good understanding of the role of assessment in learning is required to appreciate how differentiation impacts on assessment and evaluation practices. The expression "differentiated assessment" is used to refer to the ways in which assessment practices are differentiated.

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Differentiated assessment is a means for teachers to consider student diversity by examining their assessment practices. Differentiated assessment does not refer to the development of individualized assessment plans. It is meant to demonstrate to all students the development of their abilities.

Assessment is concerned with the cognitive, psychomotor and affective development of the student as a whole. By recognizing and appreciating their students' diversity, teachers find the means to respond to it. They differentiate assessment based on their students and their learning profile. They develop performance tasks related to learning outcomes and to "key ideas," they plan various assessment tasks and activities, they devise tasks that draw on students' strengths, and they give students a choice.

In creating assessment tasks, teachers must use the following process:
• identify the essential learning points;
• identify several possible formats or "products";
• set criteria for quality and content;
• plan for appropriate scaffolding to ensure everyone's success;
• develop a description of the assessment task(s);
• plan different versions based on the students' performance levels, interests and learning profiles.

Assessment data must be organized or recorded if teachers want to use it to adapt their teaching to the students' needs or to communicate school results. This data provide solid proof of the students' learning. Recording techniques may take various forms, such as:
• anecdotal notes or files;
• checklists;
• rating scales (of three to five levels);
• rubrics or assessment grids.

Communication of student learning

Communicating and reporting on student learning involves indicating the degree to which the students have achieved the program's specific curriculum outcomes. Reporting is used to inform parents and others of the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes; it contains a summary and interpretation of information on the students' learning. It should indicate as precisely as possible what the students are able to do.

Student progress reports should serve to support learning and stimulate further progress by the student. They can indicate the progress made by the students (since the pre-assessment), comment on student work habits and level of motivation, suggest ways for students to improve their learning and indicate how the teachers and parents can provide better support. Successful communication of the students' progress to their parents is key to a fruitful home/school partnership. The school report card is one means of indicating each student's progress. The other means are parent–teacher interviews, marks and telephone calls.

Chapter II

Program Development and Components

Chapter II: Program Development and Components

Overview

The *Français* courses at primary and elementary are based on the framework laid out in the document *Foundation for French Language Arts in French Immersion in Atlantic Canada*, the components of which were used to establish the learning outcomes for these courses. It describes the main themes and the organizational structure of the course, explains how the course allows students to acquire Essential Graduation Learnings and defines the General Curriculum Outcomes and the Key Stage Curriculum Outcomes for primary, elementary, intermediate and senior high French courses. In the grade-level specific curriculum guides for *Français*, detail is provided on the Specific Learning Outcomes for each grade, within the framework laid out in the foundation document.

Essential Graduation Learnings (EGLs) are statements specifying the knowledge, skills and attitudes that all students should have acquired by the end of secondary school. These learning outcomes will prepare them to continue learning throughout their lives. The expectations are described in terms of knowledge, skills and values acquired during the program. Students must make connections and develop skills that go beyond the limits of the disciplines. The EGLs, as well as the curriculum guides, are meant to allow students to acquire this learning. Thus, the EGLs constitute the working framework for the development of programs.

General Curriculum Outcomes (GCOs) specify what students should know and be able to accomplish with regard to the program studied. The GCOs also specify the knowledge, skills and attitudes that students should have acquired through their learning experiences during their schooling. Achieving GCOs contributes to reaching EGLs.

Key Stage Curriculum Outcomes (KSCOs) are statements specifying what students should know and be able to accomplish at the end of Grades 3, 6, 9 and 12 as a result of their overall learning experience in a given subject.

Specific Curriculum Outcomes (SCOs) are statements that specify what students should know and be able to accomplish at the end of each school year as a result of their overall learning experience in *Français* in immersion.

Essential Graduation Learnings

Essential Graduation Learnings (EGLs) include the abilities and knowledge that are deemed essential for students who complete their secondary school studies. They prepare students to continue learning throughout their lives. The EGLs define expectations not based on each school subject but rather on the knowledge, skills and attitudes acquired throughout their school program. They confirm that students must make connections and acquire abilities that transcend the boundaries of the subject that they are studying, in order to be able to meet, today and in the future, the continually changing needs that they will face in life in general, whether during their education or while practicing a profession. EGLs apply to several disciplines and serve as a framework for curriculum development. Whatever the discipline, the goal is to ensure that students acquire the EGLs.

Essential graduation learnings and French immersion

French Immersion graduates will be able to demonstrate knowledge, skills, and attitudes as outlined in the following Essential Graduation Learnings:

Aesthetic expression

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

Literature, music, the performing arts, the visual arts and cultural resources play an important role in the French immersion program. While exploring these art forms in French, students discover elements of their own culture as well as those of various cultural communities. Moreover, students will use these forms of artistic expression to express their own knowledge, their ideas and their feelings.

Citizenship

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

Discovering, understanding and appreciating various cultures, particularly those of francophone communities, are an integral part of the French immersion program. The various learning situations will enable students to discover the culture of francophone communities without diminishing the importance of Canada's multicultural context. This experience will also allow them to perceive francophone culture with increased awareness and understanding. Such understanding encourages acceptance of all cultures and provides a broader vision of the world, which will lead to a better appreciation of the diversity and the value of human beings.

Exploring the world and studying environmental, social, economic and political issues leads to a broader use of French in meaningful contexts.

Communication

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

The specific goal of the French immersion program is the development of French language skills. Through meaningful learning situations, students develop the skills, knowledge and strategies required to communicate effectively and confidently in French. Students thus manage to use various means of expression to ensure that their thoughts and ideas are clearly transmitted and understood. Moreover, students enrich their own language by transferring and applying the knowledge, skills, and communication strategies acquired in the French immersion situation.

Personal development

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

The French immersion program allows students to grow both personally and intellectually. By using French to formulate and convey their thoughts and ideas, students discover a different way of expressing their individuality. Decision making, interpersonal and cooperative work skills, introspection and self-assessment are integral parts of the program. These experiences encourage students to value learning and become lifelong learners.

Problem solving

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

While studying French, students are put in many problem-solving situations. By solving real problems, they develop knowledge and strategies that they will be able to transfer and re-use in other 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.

The learning situations in the French immersion program allow students to use technology as a communications tool and as a means of accessing French-language resources around the world. By exploring issues such as the possibilities, limitations and influence of technology, students learn to use technology judiciously.

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.

Studying a second language reveals its culture. As students explore the francophonie, they will discover the beliefs that underpin the culture. This will provide them with an excellent opportunity to compare the behaviour, habits and customs of anglophones and francophones in Canada and elsewhere. They will gain an understanding of the value of diversity and acquire respect for the views of others.

# General Curriculum Outcomes for the *Français* Program

The General Curriculum Outcomes (GCOs) for the *Français* program in French immersion specify the knowledge, skills and attitudes students are expected to demonstrate in this program. They describe what students should know and be able to do and the attitudes that they should develop throughout their learning. Through the achievement of GCOs, students can demonstrate EGLs.

The French immersion program has four strands, namely:
- Appreciation of the French Language and of Cultural Diversity;
- Listening and Oral Expression;
- Reading and Viewing;
- Writing and Representing.

The first strand focuses specifically on attitudes towards French, French culture, and cultural diversity. The other three components target modes of communication.

It should be recognized that the appreciation of the French language and of cultural diversity is an integral part of all modes of communication. In fact, these elements form the backdrop of the *Français* program. To emphasize its importance, this component is featured prominently in the curriculum documents for *Français* at all grade levels.
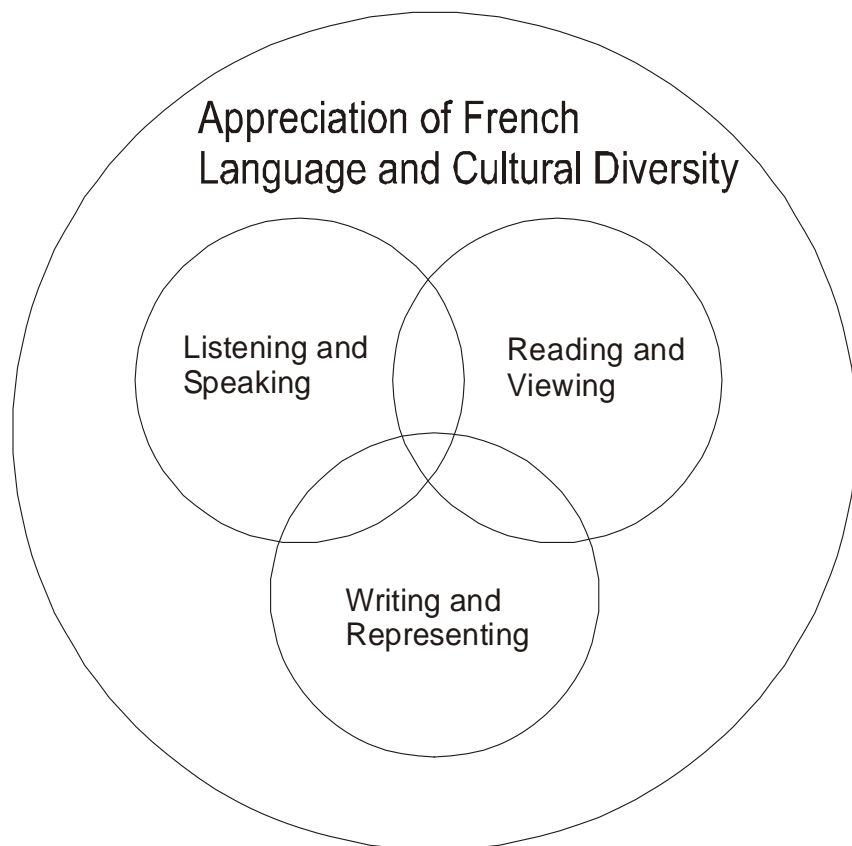
Terminology

In this document, the term **viewing** refers to the act of giving meaning to texts that are part of the natural and man-made visual environments in which we live. It is an active and intentional process that consists of giving meaning to what we see and learning to communicate using visual texts. Critical viewing takes into consideration the purpose and significance of the man-made visual environment and of its constituent elements. It involves reflecting on the intent, the purpose, the content and the context as well as developing the ability to analyze and communicate the meaning of what is observed.

In this document, the term **representation** refers to the range ways in which students create meaning. The forms and procedures of representation that students use to explore and communicate their knowledge include, in addition to spoken and written language, visual representation, theatre, music, movement, as well as graphic and technological production.

In this document, the term **text** is used to describe any language event, whether oral, written or visual. Thus, a conversation, a poem, a novel, a poster, a video clip, a television broadcast and a multi-media production, for instance, are all texts. The term is an economical way to suggest the similarity between the skills used to view a film, interpret a speech or react to an advertisement or a newspaper article. This extended concept of text takes into consideration the range of texts with which we interact and from which we draw messages.

Table of General Curriculum Outcomes (GCOs)

The GCOs of the *Français* program in French immersion are presented in the following table.

General Curriculum Outcomes for the *Français* program in French immersion

Appreciation of the French language and of Cultural Diversity

By the end of Grade 12, students will be expected to:
– demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world;
– recognize and respect cultural diversity.

The relationship between culture and language is strong. In many circumstances, it is impossible to communicate effectively without having some knowledge of culture. A cultural component is an integral part of the French immersion program. The integration of this component facilitates understanding in a second language and makes communication with francophones more effective.

Instruction that focuses on culture-related curriculum outcomes must be provided naturally and must be integrated into the various learning areas. The more these cultural curriculum outcomes are dealt with naturally and in a variety of situations, the better the students will be able to communicate effectively with francophone individuals of various origins and the more aware they will be of the presence and diversity of cultures in the world.

It is essential that students come to see their education in French as an asset that opens up many opportunities for them. To help them build self esteem as learners of another language, we have to point out the unique advantages offered to them by the opportunity to interact with members of other linguistic groups.

Listening and Speaking

By the end of Grade 12, students will be expected to:
– demonstrate comprehension of a variety of oral texts according to their needs and appropriate to the situation of communication;
– express themselves appropriately according to the situation of communication;
– use strategies to plan and organize their listening and speaking according to their needs and appropriate to the situation of communication.

Listening and oral expression play a predominant role in the French immersion programs because these communication methods are inseparable and are the ones most commonly used in everyday life.

Students use oral expression to communicate, observe, imagine, explore, solve problems, and analyze what is around them. "Listening" is often confused with "hearing." It is entirely possible to have heard a message without necessarily knowing what it contains. Indeed, the ability to understand and grasp the meaning of a message is a multidimensional mental skill that is one of the most important cognitive skills. It is an activity through which information is transformed, selected, and reorganized. An interlocutor's motivation to understand, his or her prior knowledge, anticipation, and linguistic skills, as well as the form of the message and the mental processes used are all factors that have an effect on message comprehension. It is by listening and speaking that students learn to express themselves orally in formal and informal situations. Control and precision develop gradually in meaningful contexts on the basis of the models and interactions offered to the students. The conditions that are particularly conducive to oral expression include the provision of numerous relevant, interesting, clear, and varied situations, a stimulating and secure atmosphere, and the presence of an interested public.

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Reading and Viewing

By the end of Grade 12, students will be expected to:
- demonstrate their comprehension of a range of texts, in order to meet their needs, and appropriate to the situation of communication;
- make use of strategies to plan and manage their reading and viewing according to their needs and appropriate to the situation of communication situation.

Reading and viewing are processes by which the meaning of a text is constructed. Students improve their reading skills through the frequent reading of various types of texts. But reading and viewing are often difficult for immersion students, particularly during their first few years in the program. Yet, they must tackle the same concepts, develop the same cognitive skills, and acquire the same knowledge as students in the English programs. What makes a text accessible is not so much the simplicity of the vocabulary and syntax, but rather the proper use of effective reading strategies and the extent to which the content of the text can be related to the experience of the reader.

Young people are inundated with popular music, television, videos, movies, radio, magazines, electronic games, computers, and so forth. It is therefore essential that students learn to think critically and independently so that they can interpret and evaluate the information that is broadcast and presented to them and understand

Writing and Representing

By the end of Grade 12, students will be expected to:
- write and represent to satisfy their communication needs and appropriate to the situation of communication;
- apply strategies to plan and manage their writing and representing according to their needs and appropriate to the situation of communication.

To express themselves, better understand themselves, and communicate their ideas and their feelings about the world, students represent their thoughts in various ways, such as through writing, visual representation, theatre, movement, music, and media and technological productions.

Writing is a complex process that involves reflection, composition, the intent behind the writing activity, the intended audience, and the ability to use appropriate forms of writing. The development of writing is closely related to the development of other language skills and the frequent practice of writing.

Throughout the process of learning to write, teachers must present particular aspects of writing, while guiding, facilitating, supervising, and evaluating the students' progress. Providing frequent opportunities to write meaningful texts promotes the production of better and longer texts, and also helps boost student confidence in their writing skills.

To succeed in modern society, students must be able to use technology and various media. For immersion students, the integration of French-language media also reinforces the notion that French-language culture exists outside the classroom.

Key Stage Curriculum Outcomes for the *Français* Program

Key stage curriculum outcomes identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experiences in *Français*. Outcomes reflect a continuum of learning. While there may appear to be similarities in outcomes at different key stages, teachers will recognize the increased expectations for students at the various key stages, according to:

– the developmental nature of learning processes;
– students' maturity of thinking and interests;
– students' increasing independence as learners;
– the complexity and sophistication of ideas and tasks;
– the level of depth of students' engagement with ideas and tasks;
– the range of arts experiences and the repertoire of strategies and skills students apply to those experiences.

For each key stage, the ordering of outcomes is not intended to suggest priority, hierarchy, or instructional sequence. While outcomes provide a framework on which educators may base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences at any key stage. Although it is expected that most students will be able to attain the key-stage curriculum outcomes, the needs and performance of some students will range across key stages.

Teachers should consider this variation in planning learning experiences and assessing students' achievement. Students' attitudes, experiences, knowledge, abilities, and engagement in learning will also influence their ability to achieve the key-stage curriculum outcomes.

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Appreciation of the French Language and Cultural Diversity

1. Students will be expected to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

By the end of Grade 3, students will be expected to:
- use the French language with pleasure in daily situations;
- demonstrate an interest in exploring a wide range of French texts;
- identify the contribution of francophones in different areas of human activity;
- demonstrate a sense of pride in their uniqueness and in their accomplishments in French.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- demonstrate an interest and sense of pride in using the French language and in improving their language skills;
- demonstrate an interest in using various French language texts;
- demonstrate and explain the role and contribution of francophones in different areas of human activity;
- demonstrate an understanding of the advantages associated with bilingualism.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- display an interest and a sense of pride in communicating correctly in French, in improving their language skills, and in continuing their French studies;
- demonstrate an interest in and an appreciation of various contemporary texts that are appropriate for young persons of their age;
- demonstrate and express an appreciation of the contribution of francophones to Canada's francophone community;
- demonstrate an understanding and an appreciation of the advantages associated with the opportunity to interact with members of the two linguistic groups.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- display an interest in promoting the French language and culture in their environment and in continuing their language learning on their own;
- demonstrate an interest in and an appreciation of various contemporary and classic texts of francophone communities in Canada and around the world;
- demonstrate an understanding and an appreciation of the richness of francophone communities in Canada and around the world;
- demonstrate an understanding and an appreciation of the advantages that they enjoy as learners of Canada's other official language.

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Appreciation of the French Language and Cultural Diversity

2. Students will be expected to recognize and respect cultural diversity.

By the end of Grade 3, students will be expected to:
- demonstrate an interest in knowing and learning about diverse cultures;
- identify different types of stereotyping and prejudices (ethnic, cultural, religious, age, physical and mental ability, gender, socio-economic, etc.) and their effect on children of their own age;
- use a vocabulary and exhibit behaviours which contribute to a climate of respect and trust in relationships with others;
- identify the contribution of people of various cultures to the different areas of human activity;
- demonstrate an understanding of their rights and responsibilities in class and at school.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- compare the lifestyles, ways of thinking, and methods of expression of various cultures;
- examine and discuss the influence of stereotypes and prejudices in their environment;
- use language and adopt behaviour that is respectful of the various cultural communities;
- clarify the role of persons of various cultures in different areas of human activity;
- demonstrate an understanding of their rights and responsibilities in the community.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- find connections between cultural influences and ways in which people act, think, and express themselves;
- examine and discuss the conditioning influence of stereotypes and prejudices in society, the media, history, literature, the Internet, song, popular culture, etc.;
- explore and explain some of the customs associated with various cultural communities;
- describe and demonstrate the contribution of persons of various cultures to different areas of human activity in Canada;
- demonstrate an understanding of their rights and responsibilities as adolescents in their environment.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- articulate what cultural diversity is, taking into account historical and current influences;
- react critically to the conditioning influences of stereotypes and prejudices in the world;
- demonstrate cultural awareness in situations involving interpersonal interaction;
- demonstrate an appreciation of the contribution of persons of various cultures to different areas of human activity around the world;
- demonstrate an understanding of their rights and responsibilities as young adults in society.

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Listening and Speaking

3. Students will be expected to demonstrate comprehension of a variety of oral texts according to their needs and appropriate to the situation of communication.

By the end of Grade 3, students will be expected to:
- obtain information, ideas, opinions, key feelings and the global sense from an oral text;
- react in a personal way to simple texts, citing examples to justify this reaction;
- react in an analytic way to simple texts by identifying various elements of the text.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- identify the relevant information, ideas, opinions, feelings, and details presented in a text;
- react personally to texts by comparing some of the elements that explain their reaction;
- react analytically to texts by comparing various elements.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- summarize and reformulate the information, ideas, opinions, and feelings presented in a text;
- react personally to a wide variety of texts, and evaluate their reaction;
- react to a wide variety of texts by analysing various elements.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- reconstruct the content and organization of a text;
- react personally to a wide variety of texts, and justify their reaction;
react to a wide variety of texts by evaluating various elements.

Listening and Speaking

4. Students should be able to express themselves to meet their needs according to the communication situation.

By the end of Grade 3, students will be expected to:
- ask questions in order to clarify and to broaden their knowledge;
- express ideas, feelings and opinions;
- share information and find enjoyment in a variety of situations;
- make use of language conventions in order to communicate in a range of familiar situations.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- ask questions to discuss, compare and examine possible solutions to problems;
- clearly express their ideas, feelings, and opinions;
- share information and entertain in a wider variety of contexts;
- choose language conventions in order to communicate in a variety of more complex situations.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- ask relevant questions in order to acquire, interpret, analyse, and evaluate ideas and information;
- explain their feelings and support their ideas and opinions;
- combine, compare, clarify, and illustrate information and situations;
- apply language conventions in order to communicate in a wide variety of situations

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- ask probing questions in order to acquire, describe, interpret, analyse, and evaluate ideas and information;
- articulate positions relating to their ideas, feelings, and opinions, while demonstrating an understanding of a range of different viewpoints;
- nuance and delve deeper into information and situations;
- independently apply language conventions in order to communicate in a wide variety of situations dealing with a range of subjects.

Listening and Speaking

5. Students will be expected to use strategies to plan and organize their listening and speaking according to their needs and appropriate to the situation of communication.

By the end of Grade 3, students will be expected to:
- call upon simple strategies, experiences and previous knowledge to guide their listening and speaking;
- organize information and ideas using simple strategies;
- identify their own strategies;
- use resources (print, non-print, technological and other) to help their listening and speaking

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- draw upon their experience and knowledge, and choose strategies to guide their listening and oral expression;
- organize information and ideas by choosing strategies;
- explain their own strategies;

explain their choice of print and non-print resources, including technology, to help with their listening and oral expression.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- draw upon their experience and knowledge, and modify strategies to guide their listening and oral expression;
- organize information and ideas by modifying their strategies;
- explain and analyse their own strategies;
- adapt print and non-print resources, including technology, to help with their listening and oral expression.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- draw upon their experience and knowledge, and analyse their use of strategies to guide their listening and oral expression;
- independently organize information and ideas by using strategies;
- justify their choice of strategies;
- analyse print and non-print resources, including technology, to help with their listening and oral expression.

Reading and Viewing

6. Students will be expected to demonstrate their comprehension of a range of texts in order to meet their needs and appropriate to the situation of communication.

By the end of Grade 3, students will be expected to:
- extract information, ideas, opinions, key feelings and the overall meaning from a text;
- react in a personal way to simple texts, citing examples to justify this reaction;
- react in an analytical way to simple texts by identifying various elements of the text.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- identify the relevant information, ideas, opinions, feelings, and details in a text;
- react personally to texts by comparing elements that explain their reactions;
- react analytically to texts by comparing various elements.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- summarize and reformulate information, ideas, opinions, and feelings presented in a text;
- react personally to a wide variety of texts, and justify their reaction;
- react to a wide variety of texts by critically analysing various elements.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- reconstruct the content and organization of a text;
- react personally to a wide variety of texts, and evaluate their reaction;
- react to a wide variety of texts by critically evaluating various elements.

Reading and Viewing

7. Students will be expected to make use of strategies to plan and manage their reading and viewing according to their needs and appropriate to the situation of communication situation.

By the end of Grade 3, students will be expected to:
- call upon simple strategies, experiences and previous knowledge to guide their reading and viewing;
- organize information and ideas by using simple strategies;
- identify their own strategies;
- use resources (print, non-print, technological and other) to help them understand their reading and viewing.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- draw upon their experience and knowledge, and choose strategies to guide their reading and viewing;
- organize information and ideas by choosing strategies;
- explain their own strategies;
- use and explain their choice of print and non-print resources, including technology, to help with their analysis of texts.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- draw upon their experience and knowledge, and modify strategies to guide their reading and viewing;
- organize information and ideas by modifying their strategies;
- explain and analyse their own strategies;
- use print and non-print resources, including technology, to help with the synthesis of texts.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- draw upon their experience and knowledge, and analyse their use of strategies to evaluate structure and textual presentation;
- independently organize information and ideas by using strategies;
- justify their choice of strategies;
- use print and non-print resources, including technology, to help with the evaluation of texts.

Writing and Representing

8. Students will be expected to write and represent to satisfy their communication needs and appropriate to the situation.

By the end of Grade 3, students will be expected to:
- compose and create simple texts of different types in order to express their ideas, feelings, and opinions;
- write and create simple texts in order to share information and engage the audience in a variety of contexts;
- use basic conventions and increasingly complex sentence structures in a variety of situations.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- write and create simple texts of different types in order to express and explore their ideas, feelings, and opinions;
- write and create simple texts in order to share information and entertain in a wider variety of contexts;
- choose basic conventions and a few appropriate stylistic elements in a number of situations.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- write and create texts of different types in order to explain their feelings and support their ideas and opinions;
- write and create texts in order to combine, clarify, and illustrate information and situations;
- apply conventions and stylistic elements in a number of situations.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- write and create texts in order to analyse and evaluate positions relating to their ideas, feelings, and opinions;
- write and create texts in order to analyse, evaluate, and delve deeper into information and situations;
- apply and justify conventions and a variety of stylistic elements in a number of situations.

Writing and Representing

9. Students will be expected to apply strategies to plan and manage their writing and representing according to their needs and appropriate to the situation of communication.

By the end of Grade 3, students will be expected to:
- call upon their experience, their knowledge, and simple strategies to guide their writing and representing;
- organize information and ideas by using simple strategies;
- identify their own strategies for writing and representing;
- use resources (print, non-print, technological and other) to help in the production of texts;
- refer to the writing process to facilitate the production of texts.

By the end of Grade 6, students will have achieved the outcomes for the primary cycle and will also be expected to:
- draw upon their experience and knowledge, and choose strategies to guide their production;
- organize information and ideas by choosing strategies;
- explain their own strategies;
- use and explain their choice of print and non-print resources, including technology, to help with the production of their texts;
- follow the writing process to facilitate the production of texts.

By the end of Grade 9, students will have achieved the outcomes for the elementary cycle and will also be expected to:
- draw upon their experience and knowledge, and modify strategies to guide their production;
- organize information and ideas by modifying their strategies;
- explain and analyse their own strategies;
- analyse and adapt print and non-print resources, including technology, to help with the production of texts;
- use all of the components of the writing process to facilitate the production of texts.

By the end of Grade 12, students will have achieved the outcomes for the intermediate cycle and will also be expected to:
- draw upon their experience and knowledge, and analyse their use of strategies to guide their production;
- independently organize information and ideas by using strategies;
- organize information and ideas by modifying their strategies; justify their choice of strategies;
- independently evaluate and choose print and non-print resources, including technology, to help with the production of texts;
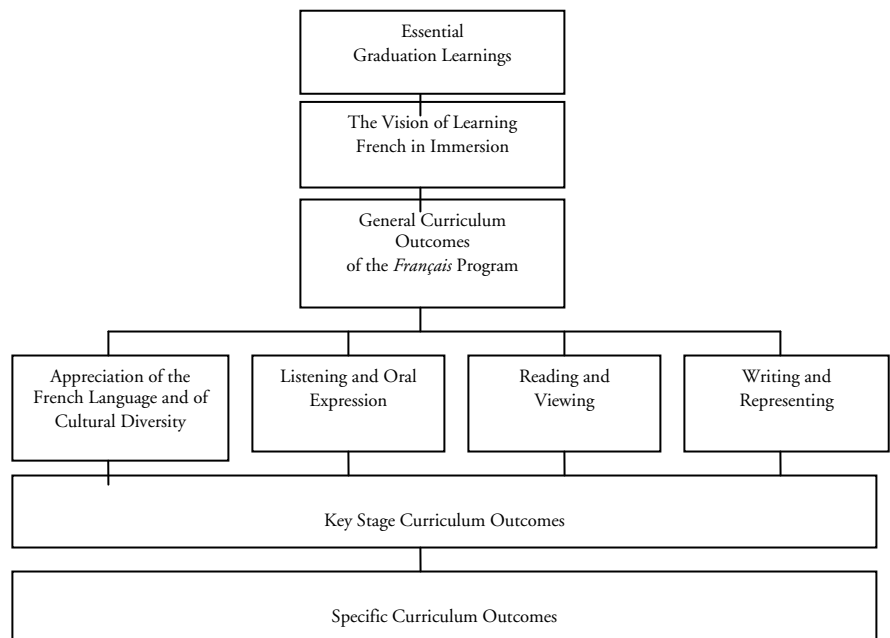- independently use the writing process to facilitate the production of texts.

Specific Curriculum Outcomes for the *Français* Program

The *Français* courses at the primary and elementary level are created to meet students' needs in other subjects taught in French. They are developed to allow students to develop and hone their communication skills, refine their thinking and problem-solving skills, and develop a better understanding of their own culture as well as that of others, namely the francophone communities. Students actively participate in various activities and projects that relate to their interests, their needs, their experience and their abilities. They must ask for and provide information, express their thoughts and opinions, read a variety of texts, entertain, and demonstrate creativity.

SCOs are statements that specify what students should know and be able to accomplish at the end of each school year as a result of their overall learning experience in the *Français* program and across the curriculum in French immersion.

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┌─────────────────────────┐
│   Essential             │
│   Graduation Learnings   │
└─────────────────────────┘
┌─────────────────────────┐
│   The Vision of Learning │
│   French in Immersion    │
└─────────────────────────┘
┌─────────────────────────┐
│   General Curriculum     │
│   Outcomes               │
│   of the Français Program│
└─────────────────────────┘
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| Appreciation of the French Language and of Cultural Diversity | Listening and Oral Expression | Reading and Viewing | Writing and Representing |

Key Stage Curriculum Outcomes

Specific Curriculum Outcomes

Overview of Specific Curriculum Outcomes Kindergarten to Grade 6 (Maternelle à la 6ᵉ année)

The following section presents the specific curriculum outcomes of the *Français* program in French immersion from Kindergarten to Grade 6 (Maternelle à la 6ᵉ année).

Detailed explanations regarding the specific curriculum outcomes and suggested strategies and activities for teaching and learning and for assessment are to be found in Chapter 3 of the grade-specific curriculum guides, available online in French at the following address: http://www.ed.gov.nl.ca/edu/k12/french/immersion/francais/index.html.

Note: The presentation of the SCOs in this document does not prescribe a preferred order, nor does it suggest that each outcome should be treated in isolation.

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Specific Curriculum Outcomes - Kindergarten (2010)

Appreciation of the French Language and Cultural Diversity

GCO 1: Students should be able to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to use the French language with pleasure in daily situations.	
1.1.1	Demonstrate a growing willingness to listen to, and speak, French
1.1.2	Willingly take part in class activities
1.1.3	Demonstrate a willingness to improve their language skills
KSCO 1.2: Students should be able to demonstrate an interest in exploring a wide range of French texts.	
1.2.1	Demonstrate a positive attitude towards exploring a wide variety of French texts
KSCO 1.3: Students should be able to identify the contribution of francophones in different areas of human activity.	
1.3.1	Explore special cultural events of francophone origin
1.3.2	Distinguish between the French and English languages
KSCO 1.4: Students should be able to demonstrate a sense of pride in their uniqueness and in their accomplishments in French.	
1.4.1	Share their knowledge of the French language and culture in various situations
1.4.2	Understand that there are people who learn or who speak French as a second language

GCO 2: Students should be able to recognize and respect cultural diversity.

KSCO 2.1: Students should be able to demonstrate an interest in knowing and learning about diverse cultures.	
2.1.1	Start to demonstrate an understanding of the uniqueness of each person
2.1.2	Start to show respect for individual differences
KSCO 2.2: Students should be able to identify different types of stereotyping and prejudice (ethnic, cultural, religious, age, physical and mental ability, gender, socio-economic, etc.) and their effect on children of their age.	
2.2.1	Recognize some examples of prejudice and stereotyping
KSCO 2.3: Students should be able to use vocabulary and exhibit behaviours which contribute to a climate of respect and trust in relationships with others.	
2.3.1	Be polite towards others and use respectful language in various situations
KSCO 2.4: Students should be able to identify the contribution of people of various cultures to the different areas of human activity.	
2.4.1	Demonstrate a positive attitude towards exploring special days, events and activities of francophone and other origins
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in class and at home.	
2.5.1	Take responsibility for their personal effects and their acts
2.5.2	Take responsibility for certain tasks in school

Listening and Oral Expression - Kindergarten

GCO 3: Students should be able to demonstrate their understanding of a range of oral texts to meet their needs according to the communication situation.

KSCO 3.1: Students should be able to obtain information, ideas, opinions, key feelings and a global sense from an oral text.	
3.1.1	Understand the overall sense and some concrete details from various simple oral texts
3.1.2	Follow simple instructions appropriately
3.1.3	Start to make simple inferences and draw conclusions from an oral text
KSCO 3.2: Students should be able to react in a personal way to simple text, citing examples to justify this reaction.	
3.2.1	Listen politely when a person is speaking
3.2.2	Make personal connections between a simple oral text and their interests, opinions and experience
3.2.3	React appropriately to the opinion of others
KSCO 3.3: Students should be able to react in an analytic way to simple texts by identifying various elements of the text.	
3.3.1	Demonstrate basic phonological awareness skills
3.3.2	Start to distinguish between different types of oral texts
3.3.3	Identify certain basic literary elements in an oral text

GCO 4: Students should be able to express themselves to meet their needs according to the communication situation.

KSCO 4.1: Students should be able to ask questions in order to clarify information and to broaden their knowledge.	
4.1.1	Ask simple questions to meet their basic needs and to obtain information
KSCO 4.2: Students should be able to express ideas, feelings and opinions.	
4.2.1	Use some basic expressions and frequently-used words to convey a message
KSCO 4.3: Students should be able to share information and find enjoyment in a variety of situations.	
4.3.1	Recite poems, nursery rhymes and other short texts, and sing songs in a group
4.3.2	Use a basic vocabulary and simple structures to share information when describing a person, place or thing
4.3.3	Take part in dialogues, role playing, dramatizations and puppet theatre
4.3.4	Take part in short oral exchanges in pairs or in a group
KSCO 4.4: Students should be able to make use of language conventions in order to communicate in a range of familiar situations.	
4.4.1	Start to express themselves in French using some words, expressions and structures learned in class

GCO 5: Students should be able to plan and organize their listening and their oral expression by applying strategies according to their needs and the communication situation.

KSCO 5.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their listening and speaking.	
5.1.1	Demonstrate behaviour appropriate to listening
5.1.2	Start to use their prior knowledge to understand various simple oral texts
5.1.3	Take part in brainstorming to explore the vocabulary related to a subject
5.1.4	Start to answer simple questions after an oral presentation
5.1.5	Start to use appropriate material to support their oral expression
KSCO 5.2: Students should be able to organize information and ideas using simple strategies.	
5.2.1	Use a plan or graphic representation to support a simple presentation
KSCO 5.3: Students should be able to identify their own strategies.	
5.3.1	Identify certain personal strategies for listening and oral expression
KSCO 5.4: Students should be able to use resources (print, non-print, technological and other) to help with their listening and speaking.	
5.4.1	Use available classroom resources to support their listening and their oral expression

Reading and Viewing - Kindergarten

GCO 6: Students should be able to demonstrate their understanding of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to extract information, ideas, opinions, key feelings and the overall meaning from a text.	
6.1.1	Show their overall understanding of a visual or illustrated text using actions, drawings and other means
6.1.2	Instantly recognize a small number of common words
6.1.3	Start to read and follow simple directions
6.1.4	In a group and with assistance, start to locate, choose and organize the facts from an informational text
6.1.5	Start to draw conclusions and make inferences from visual and illustrated texts
KSCO 6.2: Students should be able to react in a personal way to simple texts, citing examples to justify this reaction.	
6.2.1	Make connections between various texts and their personal knowledge and experiences
6.2.2	React in a personal way to a visual or illustrated text
6.2.3	Start to compare their personal reactions to various texts and share them with others
KSCO 6.3: Students should be able to react in an analytical way to simple texts by identifying various elements of the text.	
6.3.1	Differentiate between the real and the imaginary in reading and viewing texts
6.3.2	Start to identify certain simple text forms and structures according to their basic characteristics
6.3.3	Identify some basic literary elements in a text
6.3.4	Find some similarities and differences between characters, places and events
6.3.5	Recognize the fact that authors and illustrators have personal styles
6.3.6	Start to demonstrate critical judgement by answering questions regarding a text
6.3.7	Start to make connections between the feelings of characters and their acts
6.3.8	Start to make connections between the various events that make up a story

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies according to their needs and the communication situation.

KSCO 7.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their reading and viewing.	
7.1.1	Alone and with assistance, choose texts according to their personal interests and their learning needs
7.1.2	In a group, use a variety of pre-reading strategies
7.1.3	Demonstrate appropriate behaviour in various reading and viewing situations
7.1.4	Demonstrate a growing knowledge of the concepts of print
7.1.5	Start to use a combination of systems of cues and strategies to construct the meaning of a text
7.1.6	Start to ask simple questions about texts, based on their personal knowledge and experience
KSCO 7.2: Students should be able to organize information and ideas by using simple strategies.	
7.2.1	Experiment with graphic representations with the teacher's assistance
KSCO 7.3: Students should be able to identify their own strategies.	
7.3.1	Identify certain personal reading and viewing strategies
KSCO 7.4: Students should be able to use resources (print, non-print, technological and others) to help them understand their reading and viewing.	
7.4.1	Find information using various resources in their environment

Writing and Representing - Kindergarten

GCO 8: Students should be able to write and to represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to compose and create simple texts of different types to express their ideas, feelings and opinions.	
8.1.1	With assistance, start to use drawings, words and short sentences to express their personal experiences, their ideas, feelings and opinions, individually and in a group
KSCO 8.2: Students should be able to write and create simple texts in order to share information and engage the audience in a variety of contexts.	
8.2.1	With assistance, start to use drawings, words and short sentences to inform, to report and to record, alone and in a group
KSCO 8.3: Students should be able to use basic conventions and increasingly complex sentence structures in a variety of situations	
8.3.1	With assistance, start to use certain basic writing conventions, structures and forms

GCO 9: Students should be able to plan and organize their productions by applying strategies according to their needs and the communication situation.

KSCO 9.1: Students should be able to call upon their experience, their knowledge and simple strategies to guide their writing and representing.	
9.1.1	Use a variety of simple pre-writing strategies in a group and with assistance
9.1.2	Take part in brainstorming activities led by the teacher
9.1.3	Start to demonstrate an awareness of purpose and target audience
9.1.4	Demonstrate a growing knowledge of sound-letter correspondence
9.1.5	Use conventional spelling to write a small number of words

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KSCO 9.2: Students should be able to organize information and ideas using simple strategies.	
9.2.1	Take part as a group in using drawings and simple graphic representations to represent ideas
KSCO 9.3: Students should be able to identify their own strategies for writing and representing.	
9.3.1	Show how to check the formation of a letter or the spelling of a word
KSCO 9.4: Students should be able to use resources (print, non-print, technological and others) to help in the production of texts.	
9.4.1	Alone and in a group, refer to various texts as models of writing
9.4.2	With assistance, experiment with the use of technology for creating texts (drawings, letters, words)
9.4.3	Start to collaborate with their classmates to clarify their ideas during a writing or representing task
KSCO 9.5: Students should be able to refer to the writing process to facilitate the production of texts.	
9.5.1	In a group and with assistance, start to follow the writing process (pre-writing, writing, revision, correction and publication)

Specific Curriculum Outcomes – Grade 1 (2011)

Appreciation of the French Language and of Cultural Diversity

GCO 1: Students should be able to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to use the French language with pleasure in daily situations.	
1.1.1	Demonstrate a willingness to listen to and speak French
1.1.2	Willingly take part in class activities
1.1.3	Demonstrate a willingness to improve their language skills
KSCO 1.2: Students should be able to demonstrate an interest in exploring a wide range of French texts.	
1.2.1	Demonstrate a positive attitude towards exploring a wide variety of French texts
KSCO 1.3: Students should be able to explain the contribution of francophones in various fields of human activity.	
1.3.1	Explore special cultural events of francophone origin
KSCO 1.4: Students should be able to demonstrate a sense of pride in their uniqueness and in their accomplishments in French.	
1.4.1	Share their knowledge of the French language and culture in various situations
1.4.2	Understand that Canada is a bilingual country

GCO 2: Students should be able to acknowledge and respect cultural diversity.

KSCO 2.1: Students should be able to demonstrate an interest in knowing and learning about diverse cultures.	
2.1.1	Demonstrate an understanding of the uniqueness of each person
2.1.2	Begin to show respect for individual differences
2.1.3	Demonstrate an understanding that families celebrate in different ways
KSCO 2.2: Students should be able to identify different types of stereotyping and prejudice (ethnic, cultural, religious, age, physical and mental ability, gender, socio-economic, etc.) and their effect on children of their age.	
2.2.1	Recognize some examples of prejudice and stereotyping
KSCO 2.3: Students should be able to use vocabulary and exhibit behaviours which contribute to a climate of respect and trust in relationships with others.	
2.3.1	Be polite towards others and use respectful language
KSCO 2.4: Students should be able to identify the contribution of people of various cultures to the different areas of human activity.	
2.4.1	Demonstrate a positive attitude towards exploring special days, events and activities of francophone and other origins
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in class and at home.	
2.5.1	Assume responsibility for their personal effects and their actions
2.5.2	Assume responsibility for certain tasks in school

Listening and Oral Expression – Grade I

GCO 3: Students should be able to demonstrate their understanding of an array of oral texts to meet their needs according to the communication situation.

KSCO 3.1: Students should be able to obtain information, ideas, opinions, key feelings and a global sense from an oral text.	
3.1.1	Show in various ways their overall understanding of a simple oral text, as well as some concrete details
3.1.2	Follow multi-step oral instructions
3.1.3	Make simple inferences and draw some conclusions from an oral text
KSCO 3.2: Students should be able to react in a personal way to simple text, citing examples to justify this reaction.	
3.2.1	Make personal connections between a simple oral text and their interests, opinions and experience
3.2.2	React appropriately to the opinions of others
KSCO 3.3: Students should be able to react in an analytic way to simple texts by identifying various elements of the text.	
3.3.1	Demonstrate basic phonological awareness skills
3.3.2	Make the distinction between different types of oral texts
3.3.3	Identify certain basic literary elements in an oral text

GCO 4: Students should be able to express themselves to meet their needs according to the communication situation.

KSCO 4.1: Students should be able to ask questions in order to clarify information and to broaden their knowledge.	
4.1.1	Ask questions to meet their basic needs and to obtain information
KSCO 4.2: Students should be able to express ideas, feelings and opinions.	
4.2.1	Use an increasing number of frequently used words and learned expressions to convey a message
KSCO 4.3: Students should be able to share information and find enjoyment in a variety of situations	
4.3.1	Recite poems, nursery rhymes and other short texts, and to sing songs in a group
4.3.2	Share information by describing a person, place or thing according to various characteristics
4.3.3	Take part in dialogues, role playing and dramatizations
4.3.4	Take part in short oral exchanges and give short oral presentations, alone, in pairs and as a group
KSCO 4.4: Students should be able to make use of language conventions in order to communicate in a range of familiar situations.	
4.4.1	Express themselves in French using words, expressions and structures learned in class

GCO 5: Students should be able to plan and organize their listening and oral expression by applying strategies according to their needs and the communication situation.

KSCO 5.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their listening and speaking.	
5.1.1	Use pre listening strategies in a group situation to guide their listening
5.1.2	Demonstrate behaviour appropriate to active listening and use simple listening strategies
5.1.3	Use simple oral expression strategies
5.1.4	Use appropriate material to support their oral expression
5.1.5	Answer simple questions after an oral presentation

KSCO 5.2: Students should be able to organize information and ideas using simple strategies.	
5.2.1	Use a plan or a graphic organizer to support oral production
KSCO 5.3: Students should be able to identify their own strategies.	
5.3.1	Identify some personal strategies for listening and oral expression
KSCO 5.4: Students should be able to use resources (print, non-print, technological and other) to help with their listening and speaking.	
5.4.1	Use the resources available around them to support their listening and oral expression

Reading and Viewing – Grade 1

GCO 6: Students should be able to demonstrate their understanding of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to extract information, ideas, opinions, key feelings and the overall meaning from a text.	
6.1.1	Demonstrate their overall understanding of a written or visual text in various ways (actions, drawings, oral and written responses and answers to questions)
6.1.2	Read an increasing number of words (including high frequency sight vocabulary), sentences and short texts
6.1.3	Read and follow simple directions and instructions
6.1.4	Identify, choose and organize facts in an informational text, alone or in a group
6.1.5	Draw simple conclusions and make inferences from visual and written texts
KSCO 6.2: Students should be able to react in a personal way to simple texts, citing examples to justify this reaction.	
6.2.1	Make connections between various texts and their personal knowledge and experience and give some examples
6.2.2	React personally to a visual or illustrated text
6.2.3	Compare their personal reactions to various texts and share them with others
KSCO 6.3: Students should be able to react in an analytical way to simple texts by identifying various elements of the text.	
6.3.1	Differentiate between the real and the imaginary when reading and viewing texts
6.3.2	Distinguish between several forms and structures of texts based on their essential characteristics
6.3.3	Identify some basic literary elements of a text
6.3.4	Identify some similarities and differences between texts in a guided whole class activity or collaborative group effort
6.3.5	Understand that authors and illustrators have a personal style
6.3.6	Recognize some instances of generalizations and stereotypes in guided whole class activities
6.3.7	Make connections between characters' feelings and their acts in guided whole-class activities
6.3.8	Make connections between various events that form a story

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies according to their needs and the communication situation.

KSCO 7.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their reading and viewing.	
7.1.1	Choose texts, alone and with the teacher's help, based on their personal interests and learning needs
7.1.2	Use a variety of pre-reading and pre-viewing strategies, alone and as part of a group,
7.1.3	Demonstrate knowledge of the concepts of print
7.1.4	Use a combination of cueing systems and strategies to construct the meaning of a text
KSCO 7.2: Students should be able to organize information and ideas by using simple strategies.	
7.2.1	Use simple graphic organizers, alone, in pairs and in a group
KSCO 7.3: Students should be able to identify their own strategies.	
7.3.1	Identify some personal reading and viewing strategies
KSCO 7.4: Students should be able to use resources (print, non-print, technological and others) to help them understand their reading and viewing.	
7.4.1	Use a variety of resources in the classroom environment to support and enhance their reading and viewing

Writing and Representing – Grade 1

GCO 8: Students should be able to write and to represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to compose and create simple texts of different types to express their ideas, feelings and opinions.	
8.1.1	Alone and in a group, use writing and other forms of representation to express their personal experiences, their ideas, their feelings and their opinions
KSCO 8.2: Students should be able to write and create simple texts in order to share information and engage the audience in a variety of contexts.	
8.2.1	Alone and in a group, use writing and other forms of representation to inform, to report and to record
KSCO 8.3: Students should be able to use basic conventions and increasingly complex sentence structures in a variety of situations	
8.3.1	Correctly use some basic writing conventions, structures and forms

GCO 9: Students should be able to plan and organize their productions by applying strategies according to their needs and the communication situation.

KSCO 9.1: Students should be able to call upon their experience, their knowledge and simple strategies to guide their writing and representing.	
9.1.1	In a group and with assistance use a variety of simple pre-writing strategies
9.1.2	Use their emerging knowledge of sound-letter correspondence and of strategies to approximate conventional spelling and to write words, sentences and short texts
KSCO 9.2: Students should be able to organize information and ideas using simple strategies.	
9.2.1	Use simple graphic organizers, alone and in a group, to choose, organize and represent ideas for a written text
KSCO 9.3: Students should be able to identify their own strategies for writing and representing.	
9.3.1	Identify some personal strategies for writing and representing
KSCO 9.4: Students should be able to use resources (print, non-print, technological and others) to help in the production of texts.	
9.4.1	Alone and in a group, consult various texts as models of writing
9.4.2	With help, experiment with the use of technology in writing and the other forms of representation (drawings, sentences, short texts)
9.4.3	Start to collaborate with their classmates to clarify their ideas during a writing or representing task
KSCO 9.5: Students should be able to refer to the writing process to facilitate the production of texts.	
9.5.1	In a group and with assistance, apply techniques and behaviours associated with the writing process (pre-writing, writing, revision, editing and publication)

Specific Curriculum Outcomes – Grade 2 (2011)

Appreciation of the French Language and of Cultural Diversity

GCO 1: Students should be able to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to use the French language with pleasure in daily situations.	
1.1.1	Demonstrate a willingness to listen to, and speak, French during structured and unstructured activities
1.1.2	Willingly take part in class activities
1.1.3	Demonstrate a willingness to improve their language skills
KSCO 1.2: Students should be able to demonstrate an interest in exploring a wide range of French texts.	
1.2.1	Show an interest in a wide range of French-language texts
KSCO 1.3: Students should be able to explain the contribution of francophones in various fields of human activity.	
1.3.1	Explore special cultural events of francophone origin
KSCO 1.4: Students should be able to demonstrate a sense of pride in their uniqueness and in their accomplishments in French.	
1.4.1	Share their knowledge of the French language and culture in various situations
1.4.2	Understand the concept of bilingualism and be able to identify things that they are able to do in each of their languages

GCO 2: Students should be able to recognize and respect cultural diversity.

KSCO 2.1: Students should be able to demonstrate an interest in knowing and learning about diverse cultures.	
2.1.1	Demonstrate an understanding of the uniqueness of each person
2.1.2	Demonstrate their ability to respect individual differences
2.1.3	Demonstrate their understanding that people have different ways of celebrating
2.1.4	Demonstrate an awareness of various cultures
KSCO 2.2: Students should be able to identify different types of stereotyping and prejudice (ethnic, cultural, religious, age, physical and mental ability, gender, socio-economic, etc.) and their effect on children of their age.	
2.2.1	Recognize some examples of prejudice and stereotyping
2.2.2	Through engaging in discussions, begin to develop an awareness of some effects of prejudice and stereotypes
KSCO 2.3: Students should be able to use vocabulary and exhibit behaviours which contribute to a climate of respect and trust in relationships with others.	
2.3.1	Be polite towards others and use respectful language
KSCO 2.4: Students should be able to identify the contribution of people of various cultures to the different areas of human activity.	
2.4.1	Demonstrate a positive attitude towards exploring the stories, songs, nursery rhymes, poems and events of francophone and other origins
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in class and at home.	
2.5.1	Take responsibility for their personal effects and their actions
2.5.2	Take responsibility for certain tasks in school

Listening and Oral Expression – Grade 2

GCO 3: Students should be able to demonstrate their understanding of a range of oral texts to meet their needs according to the communication situation.

KSCO 3.1: Students should be able to obtain information, ideas, opinions, key feelings and a global sense from an oral text.	
3.1.1	Show in various ways their overall understanding of simple oral texts and classroom oral communication, including the subject and major details
3.1.2	Respond appropriately to multi-step oral instructions
3.1.3	Make simple inferences and draw some conclusions from an oral text
KSCO 3.2: Students should be able to react in a personal way to simple text, citing examples to justify this reaction.	
3.2.1	Make personal connections between a simple oral text and their interests, opinions and experience
3.2.2	React appropriately to the opinions of others
KSCO 3.3: Students should be able to react in an analytic way to simple texts by identifying various elements of the text.	
3.3.1	Demonstrate basic phonological awareness skills
3.3.2	Make the distinction between different types of oral texts
3.3.3	Identify certain basic literary elements in an oral text

GCO 4: Students should be able to express themselves to meet their needs according to the communication situation.

KSCO 4.1: Students should be able to ask questions in order to clarify information and to broaden their knowledge.	
4.1.1	Ask questions to meet their basic needs and to obtain information using appropriate structures and vocabulary
KSCO 4.2: Students should be able to express ideas, feelings and opinions.	
4.2.1	Use an increasing number of learned expressions and frequently used words to convey personal views, ideas and opinions
KSCO 4.3: Students should be able to share information and find enjoyment in a variety of situations	
4.3.1	Recite poems, nursery rhymes and other short texts and sing songs as a group
4.3.2	Exchange information by describing a person, place or thing according to various characteristics
4.3.3	Take part in dialogues, role playing and dramatizations
4.3.4	Take part in short oral exchanges and give short oral presentations alone, in pairs and in a group
KSCO 4.4: Students should be able to make use of language conventions in order to communicate in a range of familiar situations.	
4.4.1	To express themselves more and more effectively in French using words, expressions and structures learned in class

GCO 5: Students should be able to plan and organize their listening and oral expression by applying strategies according to their needs and the communication situation.

KSCO 5.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their listening and speaking.	
5.1.1	In a group, use pre-listening strategies to support listening
5.1.2	Use simple strategies and demonstrate appropriate behaviours for active listening
5.1.3	Use basic strategies for oral expression
5.1.4	Use a variety of appropriate materials to support oral expression
5.1.5	Answer simple questions after an oral presentation
KSCO 5.2: Students should be able to organize information and ideas using simple strategies.	
5.2.1	Use a plan or a graphic organizer to support an oral production
KSCO 5.3: Students should be able to identify their own strategies.	
5.3.1	Identify their personal strategies for listening and oral expression
KSCO 5.4: Students should be able to use resources (print, non-print, technological and other) to help with their listening and speaking.	
5.4.1	Use resources available in the classroom to support their listening and oral expression

Reading and Viewing – Grade 2

GCO 6: Students should be able to demonstrate their understanding of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to extract information, ideas, opinions, key feelings and the overall meaning from a text.	
6.1.1	Demonstrate their overall understanding of a written or visual text in various ways (actions, drawings, oral and written responses and answers to questions)
6.1.2	Read and understand a growing number of words (including high frequency sight vocabulary), sentences and short texts
6.1.3	Read and follow multi-step directions and instructions
6.1.4	Identify, choose and organize facts in an informational text, alone and in a group
6.1.5	Draw simple conclusions and make inferences from visual and written texts
KSCO 6.2: Students should be able to react in a personal way to simple texts, citing examples to justify this reaction.	
6.2.1	Make connections between various texts and their personal knowledge and experience and provide some examples
6.2.2	React personally to a visual or illustrated text
6.2.3	Compare their personal reactions to various texts and share them with others
KSCO 6.3: Students should be able to react in an analytical way to simple texts by identifying various elements of the text.	
6.3.1	Differentiate between the real and the imaginary when reading and viewing texts
6.3.2	Distinguish between various forms and structures of texts based on their essential characteristics
6.3.3	Identify some basic literary elements of a text
6.3.4	Identify several similarities and differences between texts in a guided whole class activity or collaborative group effort
6.3.5	Understand that authors and illustrators have a personal style and provide some basic examples
6.3.6	Identify some instances of generalizations and stereotypes in guided whole class activities
6.3.7	Make connections between characters' feelings and their actions in guided whole-class activities
6.3.8	Make connections between various events which form a story

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies according to their needs and the communication situation.

KSCO 7.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their reading and viewing.	
7.1.1	Use strategies to choose texts for themselves, based on their interests and their learning needs
7.1.2	Alone and as part of a group, use a variety of pre-reading and pre-viewing strategies
7.1.3	Demonstrate knowledge of the concepts of print
7.1.4	Use a combination of cueing systems and strategies to construct the meaning of a text
KSCO 7.2: Students should be able to organize information and ideas by using simple strategies.	
7.2.1	Use various simple graphic organizers, alone, in pairs and in a group
KSCO 7.3: Students should be able to identify their own strategies.	
7.3.1	Describe their personal strategies for reading and viewing
KSCO 7.4: Students should be able to use resources (print, non-print, technological and others) to help them understand their reading and viewing.	
7.4.1	Use a variety of resources in the classroom environment to support and enhance their reading and viewing
7.4.2	Engage in the research process with assistance

Writing and Representing – Grade 2

GCO 8: Students should be able to write and to represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to compose and create simple texts of different types to express their ideas, feelings and opinions.	
8.1.1	Alone and in a group, use visual representations, sentences and short written texts to express their personal experiences, their ideas, their feelings and opinions, and to present arguments
KSCO 8.2: Students should be able to write and create simple texts in order to share information and engage the audience in a variety of contexts.	
8.2.1	Alone and in a group, use visual representations, sentences and short written texts to inform, report and record
8.2.2	Alone or in a group, use visual representations, sentences and short written texts to encourage a person to act
KSCO 8.3: Students should be able to use basic conventions and increasingly complex sentence structures in a variety of situations	
8.3.1	Correctly use certain basic conventions of writing, including sentence structure, syntax and linguistic forms

GCO 9: Students should be able to plan and organize their productions by applying strategies according to their needs and the communication situation.

KSCO 9.1: Students should be able to call upon their experience, their knowledge and simple strategies to guide their writing and representing.	
9.1.1	Alone and in a group, use a variety of simple pre-writing strategies
9.1.2	Use a variety of simple strategies and their knowledge of sound-letter correspondence to write words, sentences and short texts and to approximate conventional spelling with a growing number of words
KSCO 9.2: Students should be able to organize information and ideas using simple strategies.	
9.2.1	Use graphic organizers and other simple means, alone and in a group, to choose, organize and represent ideas for a written text
KSCO 9.3: Students should be able to identify their own strategies for writing and representing.	
9.3.1	Discuss their personal strategies for writing and representation
KSCO 9.4: Students should be able to use resources (print, non-print, technological and others) to help in the production of texts.	
9.4.1	Consult a range of texts as models of writing and as sources of information for writing
9.4.2	With help, use word-processing and drawing software to produce or enhance their texts
9.4.3	Collaborate with their classmates to clarify ideas during a writing or representing task
KSCO 9.5: Students should be able to refer to the writing process to facilitate the production of texts.	
9.5.1	Alone and in a group, apply some basic techniques and behaviours associated with the writing process (pre-writing, writing, revision, editing and publication)
9.5.2	Alone and in a group, experiment with the traits of writing

Specific Curriculum Outcomes – Grade 3 (2005)

Appreciation of the French Language and of Cultural Diversity

GCO 1: Students should be able to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to use the French language with pleasure in daily situations.	
1.1.1	Demonstrate a willingness to listen to and speak French
1.1.2	Participate readily in class activities
1.1.3	Demonstrate a willingness to improve their own language skills
KSCO 1.2: Students should be able to demonstrate an interest in exploring a wide range of French texts.	
1.2.1	Demonstrate an interest in reading and viewing in French
KSCO 1.3: Students should be able to explain the contribution of francophones in various fields of human activity.	
1.3.1	Distinguish between native and non-native French and English speakers
1.3.2	Explore special cultural events of francophone origin
KSCO 1.4: Students should be able to demonstrate a sense of pride in their uniqueness and in their accomplishments in French.	
1.4.1	Share their knowledge of French language and culture in various situations
1.4.2	Discuss the advantages of being able to speak more than one language

GCO 2: Students should be able to acknowledge and respect cultural diversity.

KSCO 2.1: Students should be able to demonstrate an interest in knowing and learning about diverse cultures.	
2.1.1	Demonstrate an understanding that each person is unique
2.1.2	Demonstrate an ability to respect individual differences
2.1.3	Demonstrate an understanding that people celebrate differently
2.1.4	Demonstrate an awareness of cultural differences
2.1.5	Idnetify special events associated with various cultural communities
KSCO 2.2: Students should be able to identify different types of stereotyping and prejudice (ethnic, cultural, religious, age, physical and mental ability, gender, socio-economic, etc.) and their effect on children of their age.	
2.2.1	Identify examples of prejudice and stereotyping
2.2.2	Discuss the effects of prejudice and stereotyping on themselves and on others
KSCO 2.3: Students should be able to use vocabulary and exhibit behaviours which contribute to a climate of respect and trust in relationships with others.	
2.3.1	Be courteous to others and use respectful language in all situations
KSCO 2.4: Students should be able to identify the contribution of people of various cultures to the different areas of human activity.	
2.4.1	Discuss family origins
2.4.2	Explore the contribution of people from various cultures, including those of authors and illustrators
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in class and at home.	
2.5.1	Accept responsibility for personal belongings and actions
2.5.2	Accept responsibility for certain tasks in the school environment

Listening and Oral Expression – Grade 3

GCO 3: Students should be able to demonstrate their understanding of a range of oral texts to meet their needs according to the communication situation.

KSCO 3.1: Students should be able to obtain information, ideas, opinions, key feelings and a global sense from an oral text.	
3.1.1	Derive the global sense of a variety of oral texts, by recalling literal details and information
3.1.2	Give and respond to simple instructions
KSCO 3.2: Students should be able to react in a personal way to simple text, citing examples to justify this reaction.	
3.2.1	Be courteous when others are speaking
3.2.2	Respond to an oral text, based on interests, opinions and personal experiences
3.2.3	Draw conclusions from an oral text using support from the text
3.2.4	Respond with sensitivity to the opinions of others
KSCO 3.3: Students should be able to react in an analytic way to simple texts by identifying various elements of the text.	
3.3.1	Distinguish between various types of oral texts
3.3.2	Identify the subject and important details in a variety of oral texts
3.3.3	Identify the literary elements of oral texts

GCO 4: Students should be able to express themselves to meet their needs according to the communication situation.

KSCO 4.1: Students should be able to ask questions in order to clarify information and to broaden their knowledge.	
4.1.1	Ask questions to obtain information using appropriate structures and vocabulary
KSCO 4.2: Students should be able to express ideas, feelings and opinions.	
4.2.1	Use learned expressions and high frequency vocabulary to convey a message
KSCO 4.3: Students should be able to share information and find enjoyment in a variety of situations	
4.3.1	Recite poems and nursery rhymes and sing songs in a group setting
4.3.2	Share information and personal experiences
4.3.3	Engage in dialogues, role playing and dramatizations
4.4.4	Make short oral presentations alone, in pairs and in a group
KSCO 4.4: Students should be able to make use of language conventions in order to communicate in a range of familiar situations.	
4.4.1	Speak with improving pronunciation and intonation
4.4.2	Use basic grammatical structures and conventions appropriately
4.4.3	Speak with increasing awareness of appropriate volume, pacing and speed

GCO 5: Students should be able to plan and organize their listening and oral expression by applying strategies according to their needs and the communication situation.

KSCO 5.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their listening and speaking.	
5.1.1	Demonstrate effective listening skills
5.1.2	Take part in brainstorming activities to develop oral vocabulary
5.1.3	Identify the purpose of the communication and the target audience
5.1.4	Support an oral presentation through the selection and effective use of a variety of appropriate materials
5.1.5	Demonstrate effective presentation skills
5.1.6	Respond to questions following an oral presentation
5.1.7	Use prior knowledge to understand an oral text
KSCO 5.2: Students should be able to organize information and ideas using simple strategies.	
5.2.1	Use a plan or a graphic organizer to prepare a presentation
KSCO 5.3: Students should be able to identify their own strategies.	
5.3.1	Describe their personal strategies for effective listening and speaking
KSCO 5.4: Students should be able to use resources (print, non-print, technological and other) to help with their listening and speaking.	
5.4.1	Use classroom and personal dictionaries and other references to support their speaking and listening

Reading and Viewing – Grade 3

GCO 6: Students should be able to demonstrate their understanding of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to extract information, ideas, opinions, key feelings and the overall meaning from a text.	
6.1.1	Derive the global sense from the illustrations and other visual elements of a text
6.1.2	Using actions, drawings and other means to demonstrate their comprehension of a text read
6.1.3	Identify the literary elements and other details of a text
6.1.4	a) Read and follow simple directions and instructions b) Read and follow multi-step directions and instructions
6.1.5	Find, select and organize facts from an informational text
6.1.6	Make inferences and provide support from the text
KSCO 6.2: Students should be able to react in a personal way to simple texts, citing examples to justify this reaction.	
6.2.1	Choose to read and view a variety of genres and types of children's texts for enjoyment and learning
6.2.2	Relate texts to personal feelings, experiences, and opinions, citing examples
6.2.3	Demonstrate critical thinking by asking questions about texts
6.2.4	Compare texts read or viewed and share interpretation with peers
6.2.5	Identify and respond to messages in the visual texts

KSCO 6.3: Students should be able to react in an analytical way to simple texts by identifying various elements of the text.	
6.3.1	Distinguish between the real and the imaginary in their reading and viewing
6.3.2	Recognize and use the characteristics of a variety of text forms and structures to enhance comprehension
6.3.3	Identify similarities and differences between characters, settings and events
6.3.4	Recognize the personal style of an author or illustrator
6.3.5	Analyze to make a critical judgment of a text
6.3.6	Establish links between characters' feelings and their actions
6.3.7	Establish links between different events which make up a story (e.g., sequencing, cause / effect)

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies according to their needs and the communication situation.

KSCO 7.1: Students should be able to call upon simple strategies, experiences and previous knowledge to guide their reading and viewing.	
7.1.1	Use strategies independently to select texts appropriate to their interests and learning needs
7.1.2	Activate prior knowledge of a given subject and state the purpose for reading or viewing
7.1.3	Predict content using pre-reading activities
7.1.4	Display appropriate behaviour during reading and viewing situations
7.1.5	Understand the concepts of print
7.1.6	Use a combination of cueing systems and strategies to construct meaning from text
KSCO 7.2: Students should be able to organize information and ideas by using simple strategies.	
7.2.1	Independently use a variety of graphic organizers
KSCO 7.3: Students should be able to identify their own strategies.	
7.3.1	Describe their own reading and viewing strategies
KSCO 7.4: Students should be able to use resources (print, non-print, technological and others) to help them understand their reading and viewing.	
7.4.1	Find information using a variety of sources

Writing and Representing – Grade 3

GCO 8: Students should be able to write and to represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to compose and create simple texts of different types to express their ideas, feelings and opinions.	
8.1.1	Use writing and other forms of representation to creatively express personal experiences and ideas
8.1.2	Write to record thoughts, feelings and opinions
8.1.3	Write to argue a case
8.1.4	Convey meaning through a variety of visual representations
KSCO 8.2: Students should be able to write and create simple texts in order to share information and engage the audience in a variety of contexts.	
8.2.1	Use writing and other forms of representation to inform, report and record
8.2.2	Write to instruct someone to act
KSCO 8.3: Students should be able to use basic conventions and increasingly complex sentence structures in a variety of situations	
8.3.1	Use basic conventions, grammatical structures and forms appropriately

GCO 9: Students should be able to plan and organize their productions by applying strategies according to their needs and the communication situation.

KSCO 9.1: Students should be able to call upon their experience, their knowledge and simple strategies to guide their writing and representing.	
9.1.1	Participate in brainstorming activities to explore theme-related vocabulary, expressions and sub-topics
9.1.2	Explain the purpose for writing and identify the target audience
9.1.3	Use knowledge of sound-symbol relationships to approximate conventional spelling
9.1.4	Use an increasing number of words spelled conventionally
9.1.5	Use a variety of simple strategies to guide their writing and representing
KSCO 9.2: Students should be able to organize information and ideas using simple strategies.	
9.2.1	Select and organize details, ideas and opinions relevant to a topic
KSCO 9.3: Students should be able to identify their own strategies for writing and representing.	
9.3.1	Explain how to choose a topic
9.3.2	Explain how to find information / generate ideas
9.3.3	Explain how they plan a piece of writing and decide if they have sufficient knowledge/information
9.3.4	Explain how to find a word and check the its spelling, gender and meaning
KSCO 9.4: Students should be able to use resources (print, non-print, technological and others) to help in the production of texts.	
9.4.1	Refer to a range of texts as models for writing
9.4.2	Use a variety of resources as sources of information for writing personal texts
9.4.3	Use technology, including word-processing and drawing software, to produce and/or enhance texts
9.4.4	Collaborate with peers to clarify ideas during writing and representing
KSCO 9.5: Students should be able to refer to the writing process to facilitate the production of texts.	
9.5.1	Apply pre-writing techniques
9.5.2	Write a first draft and get ideas down on paper
9.5.3	Revise for organization and content
9.5.4	Edit written work for appropriate use of sentence structure, conventions and French syntax
9.5.5	Engage in the publishing process

Specific Curriculum Outcomes – Grade 4 (2009)

Appreciation of the French Language and of Cultural Diversity

GCO 1: Students should be able to demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to demonstrate an interest and sense of pride in using the French language and in improving their language skills.	
1.1.1	Use the French language willingly in a variety of everyday situations, taking risks in their learning of French
1.1.2	Demonstrate pride in being able to understand and express themselves in French
1.1.3	Express pride in belonging to an environment where French is valued
KSCO 1.2: Students should be able to demonstrate an interest in using various French-language texts.	
1.2.1	Demonstrate interest in a variety of oral and written texts in French
KSCO 1.3: Students should be able to demonstrate and explain the role and contribution of francophones in different areas of human activity.	
1.3.1	Be aware of the presence (current and historical) of francophone people in their own community and in their province, and discuss their roles and contributions
KSCO 1.4: Students should be able to demonstrate an understanding of the advantages associated with bilingualism.	
1.4.1	Recognize the importance of bilingualism and be proud of the role that they can play in their community as bilingual individuals

GCO 2: Students should be able to recognize and respect cultural diversity.

KSCO 2.1: Students should be able to compare the lifestyles, ways of thinking and methods of expression of various cultures.	
2.1.1	Identify and compare certain cultural characteristics of the francophonie and other cultural groups
2.1.2	Identify certain variations in the language depending on the francophone community
KSCO 2.2: Students should be able to examine and discuss the influence of stereotypes and prejudices in their environment.	
2.2.1	Describe certain types of prejudice and stereotypes and become aware of their effects
KSCO 2.3: Students should be able to use language and adopt behaviour that is respectful of the various cultural communities.	
2.3.1	Use language and exhibit behaviour that demonstrate respect towards all people
KSCO 2.4: Students should be able to clarify the role of persons of various cultures in different areas of human activity.	
2.4.1	Recognize the contribution of certain people from different cultures in their community
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in the community.	
2.5.1	Understand that each person is a member of several groups: family, community and school groups
2.5.2	Understand that each person has the right to be valued

Listening and Oral Expression – Grade 4

GCO 3: Students should be able to demonstrate their comprehension of a range of oral texts to meet their needs according to the communication situation.

KSCO 3.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details presented in an oral text.	
3.1.1	Identify the main idea or ideas and secondary (explicit) ideas from a variety of oral texts and discussions
3.1.2	Recognize certain visual and verbal cues to better understand what they have heard
3.1.3	Follow multi-step instructions
3.1.4	Identify the explicit point of view expressed in an oral text
3.1.5	Discuss the feelings expressed in an oral text
KSCO 3.2: Students should be able to react personally to texts by comparing some of the elements that explain their reaction.	
3.2.1	Make connections between certain texts and their knowledge or experience, and explain them
3.2.2	React to a variety of oral texts by sharing their personal reactions; state whether they agree or disagree
3.2.3	Give their opinion and compare it to that of others to find the differences and similarities, showing respect for the opinions of others
KSCO 3.3: Students should be able to react analytically to texts by comparing various elements.	
3.3.1	Identify the purpose of an oral text, along with the context and the target audience
3.3.2	Identify the elements of a text related to its structure
3.3.3	Distinguish the real from the imaginary, and fact from opinion
3.3.4	Discuss some literary elements in an oral text

GCO 4: Students should be able to express themselves to meet their needs according to the communication situation.

KSCO 4.1: Students should be able to ask questions to discuss, compare and examine possible solutions to problems.	
4.1.1	Ask questions to clarify their comprehension
4.1.2	Ask questions to negotiate possible solutions to problems
KSCO 4.2: Students should be able to clearly express their ideas, feelings and opinions.	
4.2.1	Share their ideas, feelings and opinions
4.2.2	Explain their reasoning in a variety of interactive and non-interactive situations
KSCO 4.3: Students should be able to share information and entertain in a wider variety of contexts.	
4.3.1	Make prepared and unprepared oral presentation of various types: expressive, persuasive, entertaining and informative
4.3.2	Explain a simple procedure or a set of instructions
KSCO 4.4: Students should be able to choose language conventions in order to communicate in a variety of more complex situations.	
4.4.1	Use prosodic elements and appropriate behaviour in various communication situations
4.4.2	Use oral language conventions and standard verb tenses to express themselves clearly in various communication situations

GCO 5: Students should be able to plan and organize their listening and oral expression by applying strategies according to their needs and the communication situation.

KSCO 5.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their listening and oral expression.	
5.1.1	Use a variety of strategies to guide their listening and to deepen their comprehension
5.1.2	Demonstrate appropriate behaviour for active listening in various situations
5.1.3	State their listening purpose and choose general or specific listening depending on the context or listening purpose
5.1.4	Use prediction, anticipation or brainstorming to activate their prior knowledge and relevant vocabulary
5.1.5	Use their knowledge of the purpose, the context, the target audience and text structure to support their listening
5.1.6	Recognize a breakdown in comprehension, identify its cause and take appropriate steps to correct the situation
5.1.7	Use drawing, diagrams, graphic organizers and other aids to guide their listening and clarify the message in an oral text
5.1.8	Use a variety of communication strategies to make their oral expression more effective
5.1.9	Adjust voice projection, pace, intonation, facial expressions and gestures according to the communication situation
5.1.10	Take part in conversations and discussions using appropriate behaviour for critical, cooperative active participation
KSCO 5.2: Students should be able to organize information and ideas by choosing strategies.	
5.2.1	Use a variety of tools such as graphic organizers to organize information presented orally
5.2.2	Use a variety of tools to select and organize ideas for an oral production
KSCO 5.3: Students should be able to explain their own strategies.	
5.3.1	Describe their own listening and oral production strategies
KSCO 5.4: Students should be able to explain their choice of print and non-print resources, including technology, to help with their listening and their oral expression.	
5.4.1	Recognize and appreciate the importance of reference tools to support their listening and their oral expression
5.4.2	Use various print and non-print resources, including technology, to support their listening and oral expression; explain their choice of resources

Reading and Viewing – Grade 4

GCO 6: Students should be able to demonstrate their comprehension of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details in a text.	
6.1.1	Identify the main idea or ideas and secondary ideas in a variety of visual and written texts, with or without illustrations
6.1.2	Prepare an oral and/or written summary of a written narrative or informational text
6.1.3	Make inferences to refine their comprehension and explain these inferences by citing the text
6.1.4	Independently read and comprehend texts of various forms with various purposes
6.1.5	Identify and organize factual information from various non-fiction texts
6.1.6	Discuss the purpose of a text and the author's point of view
6.1.7	Follow multi-step written directions

KSCO 6.2: Students should be able to react personally to texts by comparing elements that explain their reactions.	
6.2.1	React to a variety of texts by sharing their personal reactions using various types of representation
6.2.2	Make connections between certain texts and their knowledge or experience, and explain them
6.2.3	Express agreement or disagreement with a text; give some relevant reasons to explain their point of view
6.2.4	Compare texts that were read or viewed and share their opinions and personal reactions
6.2.5	Give their opinion on a text that was read or viewed and compare it with those of others to identify the differences and similarities, while showing respect for the opinions of others
KSCO 6.3: Students should be able to react analytically to texts by comparing various elements.	
6.3.1	React critically to information provided in a text
6.3.2	Distinguish the real from the imaginary, a fact from an opinion or a hypothesis
6.3.3	Distinguish between relevant and superfluous information
6.3.4	Indentify the characteristics and the organizational structures of different text genres, types and forms, according to the purpose of communication
6.3.5	Use the structure and the visual and organisational elements of a text to facilitate comprehension
6.3.6	Discuss some literary elements of a written or visual text
6.3.7	Identify the purpose of a written or visual text, the context and the target audience, and use this knowledge to guide their reading or viewing
6.3.8	Identify situations of prejudice and stereotyping
6.3.9	Compare two written or visual texts by discussing certain elements or features
6.3.10	Synthesize ideas and information from at least two sources

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies according to their needs and the communication situation.

KSCO 7.1: Students should be able to draw upon their experience and knowledge and choose strategies to guide their reading and viewing.	
7.1.1	Use a variety of strategies to guide their reading and to broaden their comprehension
7.1.2	Use strategies to select texts of an appropriate level according to their needs and the situation
7.1.3	Choose an appropriate way to read, depending on the context or the purpose of reading
7.1.4	Demonstrate appropriate behaviour in various reading situations
7.1.5	Use prediction, anticipation and brainstorming activities to activate prior knowledge and relevant vocabulary
7.1.6	Ask themselves questions before, during and after reading
7.1.7	Use various reading cues (semantic, syntactical, graphic-phonetic and pragmatic) to assist with comprehension
7.1.8	Use various strategies to make sense of unknown words
7.1.9	Use prior knowledge and experience and to deepen comprehension of the text
7.1.10	Recognize a breakdown in comprehension, identify the cause and take appropriate steps to correct the situation
7.1.11	Use drawing, diagrams, graphic organizers and other aids to guide their reading and clarify the message
7.1.12	Use visualisation to support their comprehension
7.1.13	Use various strategies to make inferences

KSCO 7.2: Students should be able to organize information and ideas by choosing strategies.	
7.2.1	Use drawing, diagrams, graphic organizers and other aids to organize information
7.2.2	Reconstruct the meaning of the text (the main and secondary ideas) using a plan or a diagram provided by the teacher
7.2.3	Choose an appropriate tool from among several to organize and compare information
KSCO 7.3: Students should be able to explain their own strategies.	
7.3.1	Explain their own reading and viewing strategies, according to the text and the situation
KSCO 7.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with their analysis of texts.	
7.4.1	Use various resources to find information
7.4.2	Choose from among several sources of information, depending on need, and justify their choice
7.4.3	Use various resources to support the comprehension of a text
7.4.4	Use various resources to analyze a text
7.4.5	Use various resources to share their analysis of a text

Writing and Representing – Grade 4

GCO 8: Students should be able to write and to represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to write and to create simple texts of various types in order to express and explore their ideas, feelings and opinions.	
8.1.1	Write to express their ideas, feelings and opinions, to argue and to convince
KSCO 8.2: Students should be able to write and to create simple texts in order to share information and to entertain in a variety of contexts.	
8.2.1	Write an informational text to inform, report or record information
8.2.2	Write a text to explain a simple procedure or a set of instructions
8.2.3	Write a short story (real or imaginary) using the narrative structure
8.2.4	Write a variety of non-narrative texts to entertain
KSCO 8.3: Students should be able to choose basic conventions and a few appropriate stylistic elements in a number of situations.	
8.3.1	Use their knowledge of the graphic-phonetic system and various spelling strategies to correctly spell high-frequency words as well as a large number of known words
8.3.2	Follow basic writing conventions in their written productions
8.3.3	Follow the grammatical conventions that were learned
8.3.4	Choose the correct verb tenses with appropriate agreements in their written work
8.3.5	Use a variety of sentence structures and lengths
8.3.6	Use a precise and varied vocabulary in their written production
8.3.7	Adapt the voice of the text to the communication purpose and to the target audience
8.3.8	Use some basic stylistic, visual and graphic elements to communicate a message more effectively

GCO 9: Students should be able to plan and organize their productions by applying strategies according to their needs and the communication situation.

KSCO 9.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their production.	
9.1.1	Use their prior knowledge and experiences to guide their written production
9.1.2	Apply their knowledge of the structure and features of various types of texts to guide their production
KSCO 9.2: Students should be able to organize information and ideas by choosing strategies.	
9.2.1	Use drawing, diagrams, graphic organizers and other aids to guide their written production
9.2.2	Use a variety of strategies and techniques to choose and organize ideas for a written production
9.2.3	Organize ideas by giving consideration to the textual structure that best suits the purpose of the communication
KSCO 9.3: Students should be able to explain their own strategies.	
9.3.1	Describe their own strategies for producing texts: pre-writing, writing, editing, correction and publication strategies
KSCO 9.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with the production of their texts.	
9.4.1	Use a variety of resources at the pre-writing stage
9.4.2	Use a variety of resources at the writing stage
9.4.3	Use a variety of resources at the editing and correction stages
9.4.4	Use technology to create and/or enrich a written production
9.4.5	Choose an appropriate format for the publication stage: printing, cursive writing and technology
9.4.6	Collaborate with peers during the writing process
KSCO 9.5: Students should be able to follow the writing process to facilitate the production of texts.	
9.5.1	Use various pre-writing strategies
9.5.2	Use various appropriate strategies to draft a written production
9.5.3	Use various appropriate strategies to make revisions to organization and content
9.5.4	Use various appropriate strategies to correct text elements that have already been taught: grammar and structures, spelling, punctuation and other conventions
9.5.5	Use various strategies and techniques to publish a written text

Specific Curriculum Outcomes – Grade 5 (2009)

Appreciation of the French Language and Cultural Diversity

GCO 1: Students should demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to demonstrate an interest and sense of pride in using the French language and in improving their language skills.	
1.1.1	Use the French language willingly in a variety of everyday situations, taking risks in the learning of French
1.1.2	Demonstrate pride in being able to understand and express themselves in French
1.1.3	Express pride in belonging to an environment where French is valued
KSCO 1.2: Students should be able to demonstrate an interest in using various French-language texts.	
1.2.1	Demonstrate interest in a variety of oral and written French texts.
KSCO 1.3: Students should be able to demonstrate and explain the role and contribution of francophones in different areas of human activity.	
1.3.1	Recognize the presence (current and historical) of francophone people in their own community and in the province, and discuss their roles and contributions.
KSCO 1.4: Students should be able to demonstrate an understanding of the advantages associated with bilingualism.	
1.4.1	Recognize the importance of bilingualism and be proud of the role they can play in their community as bilingual individuals.

GCO 2: Students should recognize and respect cultural diversity.

KSCO 2.1: Students should be able to compare the lifestyles, ways of thinking and methods of expression of various cultures.	
2.1.1	Recognize and compare a number of cultural characteristics of the francophonie and other cultural groups.
2.1.2	Identify a number of variations in language, depending on the francophone community.
KSCO 2.2: Students should be able to examine and discuss the influence of stereotypes and prejudices in their environment.	
2.2.1	Describe a number of types of prejudices and stereotypes and become aware of their effects.
KSCO 2.3: Students should be able to use language and adopt behaviour that is respectful of the various cultural communities.	
2.3.1	Use language and behaviour that demonstrate respect toward all people
KSCO 2.4: Students should be able to clarify the role of persons of various cultures in different areas of human activity.	
2.4.1	Recognize the contribution of a number of people from various cultures in their province.
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in the community.	
2.5.1	Understand that every person is a member of several groups: family, community and school groups.
2.5.2	Understand that each person has the right to be valued.

Listening and Oral Expression – Grade 5

GCO 3: Students should demonstrate comprehension of a variety of oral texts according to their needs and appropriate to the communication situation.

KSCO 3.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details presented in an oral text.	
3.1.1	Identify the main idea or ideas and secondary (explicit) ideas from a variety of oral texts and discussions.
3.1.2	Recognize certain visual and verbal cues in order to better understand what they have heard.
3.1.3	Follow multi-step instructions
3.1.4	Identify the explicit point of view expressed in an oral text
3.1.5	Identify the feelings expressed in an oral text.
KSCO 3.2: Students should be able to react personally to texts by comparing some of the elements that explain their reaction.	
3.2.1	Make connections between certain texts and their knowledge or experience, and explain them.
3.2.2	React to a variety of oral texts by sharing and explaining their tastes and opinions; state agreement or disagreement
3.2.3	Give their opinion and compare it to the opinion of others in order to identify differences and similarities, while showing respect for the opinions of others.
KSCO 3.3: Students should be able to react analytically to texts by comparing various elements.	
3.3.1	Identify the purpose of an oral text, along with the context and the target audience.
3.3.2	Identify elements of a text that relate to the text's structure.
3.3.3	Distinguish the real from the imaginary, and fact from opinion.
3.3.4	Discuss a number of literary elements in an oral text.
3.3.5	Judge the extent to which the purpose of an oral text was achieved.
3.3.6	Identify relation markers in an oral text.

GCO 4: Students should express themselves to meet their needs depending on the communication situation.

KSCO 4.1: Students should be able to ask questions to discuss, compare and examine possible solutions to problems.	
4.1.1	Ask questions to clarify their comprehension.
4.1.2	Ask questions in order to negotiate possible solutions to problems.
KSCO 4.2: Students should be able to clearly express their ideas, feelings and opinions.	
4.2.1	Share their ideas, feelings and opinions.
4.2.2	Explain their reasoning in a variety of interactive and non-interactive situations.
KSCO 4.3: Students should be able to share information and entertain in a wider variety of contexts.	
4.3.1	Make a variety of prepared and unprepared oral presentations of various types: expressive, persuasive, entertaining and informative.
4.3.2	Explain a simple procedure or set of instructions.
4.3.3	Describe a phenomenon by establishing cause-and-effect relationships.
KSCO 4.4: Students should be able to choose language conventions in order to communicate in a variety of more complex situations.	
4.4.1	Use prosodic elements and appropriate behaviour in various communication situations.
4.4.2	Use oral language conventions and standard verb tenses to clearly express themselves in various communication situations.

GCO 5: Students should use strategies to plan and organize their listening and oral expression according to their needs and in a way that is appropriate to the communication situation.

KSCO 5.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their listening and oral expression.	
5.1.1	Use a variety of strategies to guide their listening and to deepen their comprehension.
5.1.2	Demonstrate appropriate behaviour for active listening in increasingly varied situations.
5.1.3	State their listening purpose and choose general or specific listening depending on the context or listening purpose
5.1.4	Use prediction, anticipation or brainstorming to activate their prior knowledge and relevant vocabulary.
5.1.5	Use their knowledge of the purpose, the context, the target audience and the text structure, as well as the relation markers to support their listening.
5.1.6	Recognize a breakdown in comprehension, identify its cause and take appropriate steps to correct the situation.
5.1.7	Use drawing, diagrams, graphic organizers and other aids to guide their listening and clarify the message in an oral text.
5.1.8	Use a variety of communication strategies to make their oral expression more effective.
5.1.9	Adjust voice projection, pace, intonation, facial expressions and gestures according to the communication situation
5.1.10	Take part in conversations and discussions, using appropriate behaviour for critical, cooperative and active participation
KSCO 5.2: Students should be able to organize information and ideas by choosing strategies.	
5.2.1	Use a greater variety of tools, such as graphic organizers, to organize and compare information
5.2.2	Use a greater variety of tools to select and organize ideas for an oral production
KSCO 5.3: Students should be able to explain their own strategies.	
5.3.1	Explain their own listening and oral production strategies
KSCO 5.4: Students should be able to explain their choice of print and non-print resources, including technology, to help with their listening and their oral expression.	
5.4.1	Recognize and appreciate the importance of reference tools to support their listening and their oral expression.
5.4.2	Use various print and non-print resources, including technology, to support their listening and oral expression; explain their choice of resources.

Reading and Viewing – Grade 5

GCO 6: Students should demonstrate their comprehension of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details in a text.	
6.1.1	Identify the main idea or ideas and secondary ideas in a variety of visual and written texts, with and without illustrations.
6.1.2	Prepare an oral and/or written summary of a written narrative or informational text
6.1.3	Make inferences to refine their comprehension and explain these inferences by citing the text.
6.1.4	Independently read and understand texts of various forms that have different purposes.
6.1.5	Identify and organize factual information from various non-fiction texts
6.1.6	Determine the purpose of a text and discuss the author's point of view
6.1.7	Follow multi-step written instructions

KSCO 6.2: Students should be able to react personally to texts by comparing elements that explain their reactions.	
6.2.1	React to a variety of texts by sharing their personal reactions using different forms of representation.
6.2.2	Make connections between certain texts and their knowledge or experience, and explain them.
6.2.3	Express agreement or disagreement with a text; give a few relevant reasons to explain their point of view.
6.2.4	Compare texts that have been read or viewed and share their opinions and personal reactions.
6.2.5	Give their opinion on a text that was read of viewed and compare it to the opinions of others in order to identify differences and similarities, while showing respect for the opinions of others.
KSCO 6.3: Students should be able to react analytically to texts by comparing various elements.	
6.3.1	React critically to information presented in a text.
6.3.2	Distinguish the real from the imaginary, a fact from an opinion or a hypothesis.
6.3.3	Distinguish between relevant and superfluous information.
6.3.4	Identify the characteristics and the organizational structures of different genres, types and forms of texts, according to the purpose of communication.
6.3.5	Use the structure and visual and organizational elements of a text to facilitate comprehension.
6.3.6	Discuss several literary elements of a written or visual text.
6.3.7	Identify the purpose of a written or visual text, the context and the target audience, and use this knowledge to guide reading or viewing.
6.3.8	Identify situations of prejudice and stereotyping.
6.3.9	Compare two written or visual texts by discussing some of their elements and features
6.3.10	Synthesize ideas and information from at least two sources.

GCO 7: Students should be able to plan and organize their reading and viewing by applying strategies in accordance with their needs and the communication situation.

KSCO 7.1: Students should be able to draw upon their experience and knowledge and choose strategies to guide their reading and viewing.	
7.1.1	Use a variety of strategies to guide their reading and to broaden their comprehension.
7.1.2	Use strategies to select texts of an appropriate level, depending on their needs and the situation.
7.1.3	Choose an appropriate way to read, depending on the context or the purpose of reading.
7.1.4	Demonstrate appropriate behaviour in various reading situations.
7.1.5	Use prediction, anticipation and brainstorming activities to activate prior knowledge and relevant vocabulary.
7.1.6	Ask themselves questions before, during and after reading.
7.1.7	Use various reading cues (semantic, syntactical, graphic-phonetic and pragmatic) to assist with comprehension.
7.1.8	Use various strategies to make sense of unknown words.
7.1.9	Use prior knowledge and experience to deepen comprehension of the text.
7.1.10	Recognize a breakdown in comprehension, identify the cause and take appropriate steps to correct the situation.
7.1.11	Use drawing, diagrams, graphic organizers and other aids to guide their reading and clarify the message.
7.1.12	Use visualisation to support their comprehension.
7.1.13	Use various strategies to make inferences.
KSCO 7.2: Students should be able to organize information and ideas by choosing strategies.	
7.2.1	Use drawing, diagrams, graphic organizers and other aids to organize information.
7.2.2	Reconstruct the meaning of the text (the main and secondary ideas) using a plan or diagram provided by the teacher.
7.2.3	Choose an appropriate tool from among several to organize and compare information; explain their choice.

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KSCO 7.3: Students should be able to explain their own strategies.	
7.3.1	Explain their own reading and viewing strategies, according to the text and the situation.
KSCO 7.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with their analysis of texts.	
7.4.1	Use various resources to find information.
7.4.2	Choose from among several sources of information, depending on need, and justify their choice.
7.4.3	Use various resources to support the comprehension of a text.
7.4.4	Use various resources to analyze a text.
7.4.5	Use various resources to share their analysis of a text.

Writing and Representing – Grade 5

GCO 8: Students should be able to write and represent to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to write and to create simple texts of various types in order to express and explore their ideas, feelings and opinions.	
8.1.1	Write to express their ideas, feelings and opinions, to argue and to convince
KSCO 8.2: Students should be able to write and to create simple texts in order to share information and entertain in a variety of contexts.	
8.2.1	Write an informational text to inform, report or record information.
8.2.2	Write a text to explain a simple procedure or a set of instructions
8.2.3	Write a short story (real or imaginary) using the narrative structure
8.2.4	Write a variety of non-narrative texts to entertain
KSCO 8.3: Students should be able to choose basic conventions and a few appropriate stylistic elements in a number of situations.	
8.3.1	Use their knowledge of the graphic-phonetic system and various spelling strategies to correctly spell frequency words, as well as a large number of known and unknown words
8.3.2	Follow basic writing conventions in their written productions
8.3.3	Follow the grammatical conventions that were learned
8.3.4	Use the correct verb tenses with appropriate agreements in their written work
8.3.5	Use a wide variety of sentence structures and lengths
8.3.6	Use a precise, varied and increasingly rich vocabulary in written work
8.3.7	Adapt the voice of the text to the communication purpose and to the target audience
8.3.8	Use several appropriate stylistic, visual and graphic elements to communicate a message more effectively

GCO 9: Students should apply strategies to plan and manage their writing according to their needs and the communication situation.

KSCO 9.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their production.	
9.1.1	Use their prior knowledge and experience to guide their written production
9.1.2	Apply their knowledge of the structure and features of various types of texts to guide their production
KSCO 9.2: Students should be able to organize information and ideas by choosing strategies.	
9.2.1	Use drawings, diagrams, graphic organizers and other aids to guide their written production
9.2.2	Use a variety of strategies and techniques to select and organize ideas for a written production
9.2.3	Organize ideas by giving consideration to the text structure that best suits the purpose of the communication

KSCO 9.3: Students should be able to explain their own strategies.	
9.3.1	Describe their own strategies for producing texts: pre-writing, writing, editing, correction and publication strategies
KSCO 9.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with the production of their texts.	
9.4.1	Use a variety of resources at the pre-writing stage
9.4.2	Use a variety of resources at the writing stage
9.4.3	Use a variety of resources at the editing and revision stages
9.4.4	Use technology to create and/or enrich a written production
9.4.5	Choose an appropriate format for the publication stage: printing, cursive writing and technology
9.4.6	Collaborate with peers during the writing process
KSCO 9.5: Students should be able to follow the writing process to facilitate the production of texts.	
9.5.1	Use various pre-writing strategies.
9.5.2	Use various appropriate strategies to draft a written production
9.5.3	Use various appropriate strategies to make revisions to organization and content
9.5.4	Use various appropriate strategies to correct text elements that have already been taught: grammar and structures, spelling, punctuation and other conventions
9.5.5	Use various strategies and techniques to publish a written text

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Specific Curriculum Outcomes – Grade 6 (2009)

Appreciation of the French Language and Cultural Diversity

GCO 1: Students should demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world.

KSCO 1.1: Students should be able to demonstrate an interest and sense of pride in using the French language and in improving their language skills.	
1.1.1	Use the French language willingly in a variety of everyday situations, taking risks in the learning of French
1.1.2	Demonstrate pride in being able to understand and express themselves in French
1.1.3	Express pride in belonging to an environment where French is valued
KSCO 1.2: Students should be able to demonstrate an interest in using various French-language texts.	
1.2.1	Demonstrate interest in a variety of oral and written French texts
KSCO 1.3: Students should be able to demonstrate and explain the role and contribution of francophones in different areas of human activity.	
1.3.1	Recognize the presence (current and historic) of francophone people in their country and discuss their roles and contributions
KSCO 1.4: Students should be able to demonstrate an understanding of the advantages associated with bilingualism.	
1.4.1	Recognize the importance of bilingualism and be proud of the role they can play in their community as bilingual individuals
1.4.2	Be aware of other languages and other types of bilingualism in their family, school and community

GCO 2: Students should recognize and respect cultural diversity.

KSCO 2.1: Students should be able to compare the lifestyles, ways of thinking and methods of expression of various cultures.	
2.1.1	Recognize and compare a number of cultural characteristics of the francophonie and other cultural groups
2.1.2	Identify a number of variations in language depending on the francophone community.
KSCO 2.2: Students should be able to examine and discuss the influence of stereotypes and prejudices in their environment.	
2.2.1	Describe a number of types of prejudices and stereotypes and become aware of their effects.
KSCO 2.3: Students should be able to use language and adopt behaviour that is respectful of the various cultural communities.	
2.3.1	Use language and behaviour that demonstrate respect towards all people
KSCO 2.4: Students should be able to clarify the role of persons of various cultures in different areas of human activity.	
2.4.1	Recognize and explain the contribution of a number of people from different cultures in their country, Canada.
KSCO 2.5: Students should be able to demonstrate an understanding of their rights and responsibilities in the community.	
2.5.1	Understand that each person is a member of several groups: family, community and school groups.
2.5.2	Understand that each person has the right to be valued.

Listening and Oral Expression – Grade 6

GCO 3: Students should demonstrate comprehension of a variety of oral texts according to their needs and appropriate to the communication situation.

KSCO 3.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details presented in an oral text.	
3.1.1	Identify the main idea or ideas and secondary (explicit) ideas from a variety of oral texts and discussions.
3.1.2	Recognize certain visual and verbal cues in order to better understand what they have heard.
3.1.3	Follow multi-step instructions
3.1.4	Identify the explicit or implicit points of view expressed in an oral text.
3.1.5	Identify and discuss feelings expressed in an oral text.
KSCO 3.2: Students should be able to react personally to texts by comparing some of the elements that explain their reaction.	
3.2.1	Make connections between certain texts and their knowledge or experience, and explain them.
3.2.2	React to a variety of oral texts by sharing and explaining their tastes and opinions; state agreement or disagreement.
3.2.3	Give their opinion and compare it to the opinion of others in order to identify differences and similarities, while showing respect for the opinions of others.
KSCO 3.3: Students should be able to react analytically to texts by comparing various elements.	
3.3.1	Identify the purpose of an oral text, along with the context and the target audience.
3.3.2	Identify elements of a text that relate to the text's structure.
3.3.3	Distinguish the real from the imaginary, and fact from opinion.
3.3.4	Discuss a number of literary elements in an oral text.
3.3.5	Judge the extent to which the purpose of an oral text was achieved.
3.3.6	Identify relation markers in an oral text.

GCO 4: Students should express themselves appropriately to meet their needs depending on the communication situation.

KSCO 4.1: Students should be able to ask questions to discuss, compare and examine possible solutions to problems.	
4.1.1	Ask questions to clarify their comprehension.
4.1.2	Ask questions in order to negotiate possible solutions to problems.
KSCO 4.2: Students should be able to clearly express their ideas, feelings and opinions.	
4.2.1	Share their ideas, feelings and opinions.
4.2.2	Explain their reasoning to convince others in a variety of interactive and non-interactive situations.
KSCO 4.3: Students should be able to share information and entertain in a wider variety of contexts.	
4.3.1	Make a wide variety of prepared and unprepared oral presentations of various types: expressive, persuasive, entertaining and informative.
4.3.2	Explain a simple procedure or set of instructions.
4.3.3	Describe a phenomenon by establishing cause-and-effect relationships.
4.3.4	Describe a phenomenon by explaining the problem and suggesting possible solutions.
KSCO 4.4: Students should be able to choose language conventions in order to communicate in a variety of more complex situations.	
4.4.1	Use prosodic elements and appropriate behaviour in various communication situations.
4.4.2	Use oral language conventions and standard verb tenses to clearly express themselves in various communication situations.

GCO 5: Students should use strategies to plan and manage their listening and oral expression according to their needs and the communication situation.

KSCO 5.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their listening and oral expression.	
5.1.1	Use a variety of strategies to guide their listening and to deepen their comprehension.
5.1.2	Demonstrate appropriate behaviour for active listening for an extended period in increasingly varied situations.
5.1.3	State their listening purpose and choose general or specific listening depending on the context or listening purpose
5.1.4	Use prediction, anticipation or brainstorming to activate their prior knowledge and relevant vocabulary.
5.1.5	Use their knowledge of the purpose, the context, the target audience, and the text structure, as well as the relation markers, to support their listening.
5.1.6	Recognize a breakdown in comprehension, identify its cause and take appropriate steps to correct situation.
5.1.7	Use drawing, diagrams, graphic organizers and other aids to guide their listening and clarify the message in an oral text.
5.1.8	Use a variety of communication strategies to make their oral expression more effective
5.1.9	Adapt voice projection, pace, intonation, facial expressions and gestures to the communication situation; assess the appropriateness of these adaptations
5.1.10	Take part in conversations and discussions, using appropriate behaviour for critical, cooperative and active participation
KSCO 5.2: Students should be able to organize information and ideas by choosing strategies.	
5.2.1	Choose from among several tools, such as graphic organizers, the best way to organize and compare information presented orally.
5.2.2	Choose from among several tools the best way to select and organize ideas for an oral production
KSCO 5.3: Students should be able to explain their own strategies.	
5.3.1	Explain their own listening and oral production strategies.
KSCO 5.4: Students should be able to explain their choice of print and non-print resources, including technology to help with their listening and their oral expression.	
5.4.1	Recognize and appreciate the importance of reference tools to support their listening and their oral expression.
5.4.2	Use various print and non-print resources, including technology, to support their listening and oral expression; explain their choice of resources.

Reading and Viewing – Grade 6

GCO 6: Students should demonstrate their comprehension of a range of texts to meet their needs according to the communication situation.

KSCO 6.1: Students should be able to identify the relevant information, ideas, opinions, feelings and details in a text.	
6.1.1	Identify the main idea or ideas and secondary ideas in a variety of visual and written texts, with and without illustrations.
6.1.2	Prepare an oral and/or written summary of a written narrative or informational text.
6.1.3	Make inferences independently to refine comprehension; explain these inferences by citing the text.
6.1.4	Independently read and understand texts of various forms that have different purposes.
6.1.5	Identify and organize factual information from various non-fiction texts.
6.1.6	Determine the purpose of a text and discuss the author's point of view.
6.1.7	Follow multi-step written instructions

KSCO 6.2: Students should be able to react personally to texts by comparing elements that explain their reactions.	
6.2.1	React to a variety of texts by sharing personal reactions using various forms of representation.
6.2.2	Make connections between certain texts and their knowledge or experience, and explain them.
6.2.3	Express agreement or disagreement with a text; give a few relevant reasons to explain their point of view.
6.2.4	Compare texts that have been read or viewed and give their opinions and personal reactions.
6.2.5	Give their opinion on a text that was read of viewed and compare it to the opinions of others in order to identify differences and similarities, while showing respect for the opinions of others.
KSCO 6.3: Students should be able to react analytically to texts by comparing various elements.	
6.3.1	React critically to information presented in a text.
6.3.2	Distinguish the real from the imaginary, a fact from an opinion or hypothesis.
6.3.3	Distinguish between relevant information and superfluous information.
6.3.4	Identify the characteristics and the organizational structures of different genres, types and forms of texts, according to the purpose of communication.
6.3.5	Use the structure, and visual and organizational elements of a text to facilitate comprehension.
6.3.6	Discuss several literary elements of a written or visual text.
6.3.7	Identify the purpose of a written or visual text, the context and the target audience, and use this knowledge to guide reading or viewing.
6.3.8	Identify situations of prejudice and stereotyping.
6.3.9	Compare two written or visual texts by discussing some of their elements and features.
6.3.10	Synthesize ideas and information from at least two sources.

GCO 7: Students should be able to plan and manage their reading and viewing by applying strategies in accordance with their needs and the communication situation.

KSCO 7.1: Students should be able to draw upon their experience and knowledge and choose strategies to guide their reading and viewing.	
7.1.1	Use a variety of strategies to guide their reading and to broaden their comprehension.
7.1.2	Use strategies to select texts of an appropriate level, depending on their needs and the situation.
7.1.3	Choose an appropriate way to read, depending on the context or the purpose of reading.
7.1.4	Demonstrate appropriate behaviour in various reading situations.
7.1.5	Use prediction, anticipation and brainstorming to activate prior knowledge and relevant vocabulary.
7.1.6	Ask themselves questions before, during and after reading.
7.1.7	Use various reading cues (semantic, syntactical, graphic-phonetic and pragmatic) to assist with comprehension.
7.1.8	Use various strategies to make sense of unknown words.
7.1.9	Use prior knowledge and experience to deepen comprehension of the text.
7.1.10	Recognize a breakdown in comprehension, identify the cause and take appropriate measures to correct the situation
7.1.11	Use drawing, diagrams, graphic organizers and other aids to guide their reading and clarify the message
7.1.12	Use visualisation to support comprehension
7.1.13	Use various strategies to make inferences
KSCO 7.2: Students should be able to organize information and ideas by choosing strategies.	
7.2.1	Use drawing, diagrams, graphic organizers and other aids to organize information
7.2.2	Reconstruct the meaning of the text (the main and secondary ideas) using a plan or diagram provided by the teacher
7.2.3	Choose an appropriate tool from among several to organize and compare information; explain their choice

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KSCO 7.3: Students should be able to explain their own strategies.	
7.3.1	Explain their own reading and viewing strategies, according to the text and the situation
KSCO 7.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with their analysis of texts.	
7.4.1	Use various resources to find information
7.4.2	Choose from among several sources of information, depending on need, and justify their choice
7.4.3	Use various resources to support the comprehension of a text
7.4.4	Use various resources to analyze a text
7.4.5	Use various resources to share their analysis of a text

Writing and Representing– Grade 6

GCO 8: Students should be able to write and represent in order to meet their needs according to the communication situation.

KSCO 8.1: Students should be able to write and to create simple texts of various types in order to express and explore their ideas, feelings and opinions.	
8.1.1	Write in various formats to express their ideas, feelings and opinions, to argue and to convince
KSCO 8.2: Students should be able to write and to create simple texts in order to share information and entertain in a variety of contexts.	
8.2.1	Write an informational text to inform, report or record information
8.2.2	Write a text to explain a simple procedure or a set of instructions.
8.2.3	Write a short story (real or imaginary) using the narrative structure
8.2.4	Write a variety of non-narrative texts to entertain
KSCO 8.3: Students should be able to choose basic conventions and a few appropriate stylistic elements in a number of situations.	
8.3.1	Use their knowledge of the graphic-phonetic system and various spelling strategies to correctly spell high-frequency words, as well as a large number of known and unknown words
8.3.2	Follow basic writing conventions in their written productions
8.3.3	Follow the grammatical conventions that were learned.
8.3.4	Use the correct verb tenses with appropriate agreements in their written work.
8.3.5	Use a wide variety of sentence structures and lengths.
8.3.6	Use a precise, varied and increasingly rich vocabulary in written work.
8.3.7	Adapt the voice of the text to the communication purpose and to the target audience
8.3.8	Use several appropriate stylistic, visual and graphic elements to communicate a message more effectively.

GCO 9: Students should apply strategies to plan and manage their work according to their needs and the communication situation.

KSCO 9.1: Students should be able to draw upon their experience and knowledge, and choose strategies to guide their production.	
9.1.1	Use their prior knowledge and experience to guide their written work.
9.1.2	Apply their knowledge of the structure and features of various types of texts to guide their production
KSCO 9.2: Students should be able to organize information and ideas by choosing strategies.	
9.2.1	Use drawings, diagrams, graphic organizers and other aids to guide their written production
9.2.2	Use a variety of strategies and techniques to select and organize ideas for a written production
9.2.3	Organize ideas by giving consideration to the text structure that best suits the purpose of the communication.

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KSCO 9.3: Students should be able to explain their own strategies.	
9.3.1	Describe their own strategies for producing texts: pre-writing, writing, review, editing, correction and publication strategies.
KSCO 9.4: Students should be able to use and explain their choice of print and non-print resources, including technology, to help with the production of their texts.	
9.4.1	Use a variety of resources at the pre-writing stage
9.4.2	Use a variety of resources at the writing stage
9.4.3	Use a variety of resources at the editing and revision stages
9.4.4	Use technology to create and/or enrich a written production
9.4.5	Choose an appropriate format for the publication stage: printing, cursive writing and technology.
9.4.6	Collaborate with peers during the writing process
KSCO 9.5: Students should be able to follow the writing process to facilitate the production of texts.	
9.5.1	Use various pre-writing strategies
9.5.2	Use various appropriate strategies to draft a written production
9.5.3	Use various appropriate strategies to make revisions to organization and content
9.5.4	Use various appropriate strategies to correct text elements that have already been taught: grammar and structures, spelling, punctuation and other conventions.
9.5.5	Use various strategies and techniques to publish a written text

Specific Curriculum Outcomes – Detailed Explanations

Detailed explanations regarding the specific curriculum outcomes and suggested strategies and activities for teaching and learning and for assessment are be found in Chapter 3 of the grade-specific curriculum guides for *Français*, available online in French at the following address: http://www.ed.gov.nl.ca/edu/k12/french/immersion/francais/index.html.

In these documents, the specific curriculum outcomes (SCOs) are presented in four columns on two pages (see below). The general curriculum outcomes (GCOs) are shown at the top of every page while the relevant key stage curriculum outcomes (KSCOs) and SCOs are indicated in the left-hand column. The second column, "Detailed Explanations – Teaching Strategies and Suggestions" provides details on the SCOs as well as teaching suggestions and strategies to help students achieve these outcomes. These strategies and activities are provided to clarify the SCOs and demonstrate ways of working to achieve results.

The third column in the double-page spread, "Useful Teaching or Assessment Tasks", has several objectives. The tasks given as examples can be used for assessment and to clarify the SCOs, and they are often useful teaching activities. These tasks are only examples. Teachers will want to adapt the various elements to the needs and interests of their students. The last column on the double-page spread, "Resources / Notes", provides useful references to the authorized resources.

GCO	Detailed Explanations – Teaching Strategies and Suggestions		Useful Tasks for Teaching or Assessment	Resources/Notes
KSCO				
SCO				