The PEI Department of Education is pleased to offer to Island educators this final version of its new elementary Core French program. In 1990, based on the recommendations of a large scale research project entitled the National Core French Study, the Department of Education made a long-term commitment to improving its Core French program for Island students. With the implementation of this elementary program, the Core French program in PEI will become a solid continuous second language experience for students from Grades 4-12.

This curriculum guide is meant to assist Core French teachers at the Grade 4-6 levels by providing the parameters for the delivery of the program. It begins by situating Core French in the context of education in PEI and then provides detailed information concerning the philosophy, content, objectives, methodology and evaluation associated with multi-dimensional curriculum. Discussion of the learning environment, learning resources and planning are also included as guidelines for teachers. It is hoped that this curriculum guide will be a useful reference for second language teachers in Prince Edward Island as they accept the challenge to enhance the second language learning experience of their students.
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# Elementary Core French Curriculum Guide

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1. CORE FRENCH IN THE CONTEXT OF OUR EDUCATION SYSTEM

1.1 Philosophy of Education in Prince Edward Island Schools

The purpose of the Prince Edward Island public education system is to provide for the development of students so that each may take a meaningful place in society. As we move rapidly towards the 21st century, its challenge is to offer students a school experience that reflects a contemporary view of the knowledge, skills and attitudes that are of most worth to the individual and to society.

To reflect this contemporary view, the stated goals of public education are to enable the student to:

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers and other symbols;
- develop an understanding of the natural world and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;
- develop an appreciation for one's own heritage and a respect for the culture and traditions of others;
- develop a sense of self-worth;
- develop a respect for community values, a sense of personal values, and a responsibility for one's own actions;
- develop a sense of pride and respect for one's community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;
- develop good mental and physical health and the ability to creatively use leisure time;
- acquire a knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all;
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

While these goals are formidable ones, schools in partnership with the home and the community can make it possible for the public education system to fulfil its mandate.
1.2 Essential Graduation Learnings

To ensure that we provide our students with an education that will best equip them for our complex and changing world, the P.E.I. Department of Education, in conjunction with the other Atlantic Provinces, has also developed a set of essential graduation learnings which are intended to provide clear guidelines and direction to all those responsible for educational programs. Essential Graduation Learnings describe the knowledge (le savoir), the skills (le savoir faire) and the attitudes (le savoir être) that one expects of each high school graduate. As such, essential graduation learnings must serve as the framework for all curriculum development intended for use in schools.

Each subject area taught in our schools contributes to the achievement of these essential learnings through its own particular learning outcomes and activities. Second language learning has a significant role to play in helping students attain these essential learnings and the elementary Core French program as described in this document has been developed with this focus in mind.

The following is a list of the essential graduation learnings for Prince Edward Island along with an overview of how each one of them can be developed within the elementary Core French program.

Aesthetic expression

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

Art, music and drama are all integral components of the elementary second language program. Due to the complex nature of understanding and using a second language for communication, students are constantly encouraged to extract and convey meaning not only through language but via the arts as well. It is, in fact, these forms of expression that often help young second language students convey their meaning in spite of linguistic limitations.

Citizenship

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

Since language and culture are inseparable, the elementary Core French program plays a privileged role in the development of cross-cultural understandings, essential in our increasingly
interdependent world. Objectives relating directly to broadening students’ awareness and appreciation of the bilingual and multicultural nature of Canada are integral to the program. Students will also be given the opportunity in the Core French classroom to arrive at a better understanding of their own culture through the process of comparison and contrast; first at the local and regional levels, then progressing outward to the international level.

**Communication**

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

One of the goals of the Core French program is to develop the ability to communicate, in French, in authentic language situations. All of the communication skills mentioned in this essential learning will be further developed through second language learning and at the same time, as research has shown, the child’s understanding of his or her native language will be enhanced.

**Problem solving**

*Students 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.*

Learning, in the Core French program, is an active process that involves a constant search for meaning. By helping students to make observations and by encouraging them to ask questions, to draw comparisons and conclusions about languages, cultures and learning strategies, the Core French program is promoting student reflection throughout the learning process. Critical thinking and problem solving are integral components of such reflections.

**Technological competence**

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

As schools become more technologically advanced, students will have opportunities within the context of the elementary Core French program to use capably, actively and responsibly various technological resources. The use of technology will be encouraged for accessing information about the target language and culture and for communicating with others in French. In addition, given the project-oriented nature of the program, various technologies will be used to support and enhance student productions in French.
Personal development

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

One of the fundamental guiding principles of the elementary core French program is that all learning must be related to the experiences of the child. Many of the content themes, now used in the program, are selected from the physical, social and leisure dimensions of life. In Core French classes, students will therefore acquire knowledge, skills and attitudes in each of these areas while improving their second language skills at the same time. This will unleash the potential of the Core French program and contribute significantly to the overall personal development of the students.
1.3 Goals of elementary education

Creating and implementing an elementary Core French program naturally leads one to reflect more specifically on elementary education in our province. Island educators have a vision for elementary education. It is expressed as "an image of children moving towards their individual potentials in a secure environment with the guidance of competent, caring teachers and with the support of parents and the community" (Elementary Education Report, 1990). Educators, parents and interested members of the community need to continue to work together so as to plan effectively and wisely for the future of our children. The statement of goals for elementary education in this province provides direction and purpose for the development of programs and ensures understanding of what elementary schools are striving to achieve.

The goals of the elementary school are to enable the learner to develop:

- intellectual competencies in communication, numeracy, the arts, science and social studies;
- attitudes and habits which promote physical and well-being;
- a sense of self-worth and an appreciation of the worth of all individuals;
- the ability to think creatively and to make decisions effectively; and
- a positive attitude towards learning.

These goals have established the basis upon which this elementary Core French program has been developed. It is our responsibility as second language educators to ensure that this vision and these goals are reflected in our elementary Core French classrooms.
1.4 Rationale for second language teaching and learning

Within the P.E.I. education system, second language learning is recognized as an important component of a student's education. The benefits derived from the study of a second language are many and contribute significantly to a well-rounded education as espoused in our philosophy, outcomes and goals. Second language learning is considered essential to fully prepare students for the world in which they live.

Language is one of our most important links to the world around us. In today's society, growing global interdependence is a reality which must not be overlooked. People of all languages and cultures are becoming increasingly interdependent. The advantages therefore of being able to communicate in a second language are evident.

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. (Savignon, 1983, p. 187)

The world is challenging us to offer second language programs which provide the opportunity for students to acquire those skills needed to interact with others and for cross-cultural understanding.

Canadians are fortunate to live in a pluralistic society that values its multicultural, multilingual reality. While the knowledge of any second or even third language has great value, the learning of French as a second language is particularly important to English-speaking Canadians given that it is the mother tongue of many of our fellow Canadians and one of the two official languages of our country. Learning both of our official languages encourages the growth of communication and respect among Canada's two official linguistic and cultural groups, a necessity to bind this nation together. Within the Maritime region alone, we have the province of New Brunswick, the only officially bilingual province in Canada, as well as significant Acadian populations in the other two provinces. This Acadian heritage and presence in our region further points to French second language learning as a desirable and advantageous pursuit for Maritime students. In addition, second language learning provides for comparison and introspection regarding one's own cultural and linguistic heritage. As of 1991, census data on knowledge of languages indicated that 4.4 million Canadians, 16% of the population, can conduct a conversation in both French and English. The educational system has a major responsibility to ensure that this number continues to increase.
Rationale

The study of French as a second language prepares students for a world where they will be able to experience the pleasure and satisfaction of communicating authentically in a language other than their own. With widespread mobility, people from all walks of life are travelling more frequently. Travelling in French speaking areas of Canada and the world will be greatly enhanced when one can communicate in the language of the people and appreciate the cultural similarities and differences experienced.

The learning of French as a second language has the potential for enhancing career opportunities as well. Many professions show preference for employees who are proficient in both official languages. At present, many unilingual adults are finding themselves in the position of having to take extensive second language training in order to maintain or further their careers. In addition, given the importance of the tourism industry in Prince Edward Island, Islanders often find themselves in contact with Francophone speakers. More and more French Canadians are choosing the Island as their vacation destination and consequently, our ability to serve these tourists in their mother tongue can only serve to enhance our economy. Thus, our future career seekers are acquiring valuable employability skills when developing French second language skills during their public education years.

Learning a second language is a very worthwhile intellectual pursuit. In the second language classroom, the continuous need to decode and categorize new information and then transfer it appropriately to different situations leads to the development of skills in the areas of organization, critical thinking and problem-solving. Second language learning also contributes to the overall development of the student. Students are active learners in today's Core French classrooms. In addition to developing communication skills and learning strategies, the Core French program helps students to become responsible, autonomous learners. The varied activities in the program are designed to help students build confidence in their abilities, to experience success, to take risks, to be creative and to develop a positive self-concept. The social context in which the learning occurs motivates students to share experiences and to work cooperatively with others. Such personal growth and development is essential in the pursuit of life-long learning.

In summary, the study of a second language should be an integral part of every student's education. The academic, intellectual, societal and personal benefits that come from learning a second language will contribute immensely to the student's overall education and French second language programs will have assumed their role as a full partner in the education system.
1.5 Goals of a Core French Program

The goals of a Core French program are:

- to develop communicative competence in French;
- to foster a positive attitude towards second language learning;
- to develop an appreciation of Francophones and their cultures;
- to contribute to the general development of the learner.
2. TEACHING AND LEARNING
IN A CORE FRENCH SETTING

2.1 The Core French Program: A Definition

Second language programs are offered in all schools across the province. French, second language (FSL) programs can be divided into two categories: Core French and French Immersion. Approximately 76% of students in FSL programs on P.E.I. are enrolled in Core French while the remaining 24% are enrolled in French Immersion (1995 statistics).

Core French refers to a program offered from Grades 4 to 12 where students take one French course while all other subjects are taught in English. While Core French programs have existed for quite some time, their focus has changed significantly in recent years to reflect the advances in our understanding of second language teaching and consequently to better meet the needs of students. The language is no longer treated exclusively as subject matter for analysis and mastery. Rather, students develop their language by "using" it to meet their communication needs in real-life situations.

A second language program is compulsory for all students in Prince Edward Island from Grades 4 - 9. At the elementary level, Core French generally begins at Grade 4, however, schools may choose to offer French in Grades 1 to 3 and program materials are available through the Department. After Grade 6, most students will continue the Core French program at the intermediate level while others may elect to enroll in a late immersion program offered in some areas of the province.

Students who remain in the Core French program through to the end of Grade 12 will have accumulated approximately 960 hours of instruction in French, according to the following recommended time allotments:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Time Allotment</th>
<th>Total Hours</th>
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<tbody>
<tr>
<td>4-6</td>
<td>10% (30 minutes/day)</td>
<td>270 hours</td>
</tr>
<tr>
<td>7-9</td>
<td>11-13% (40 minutes/day)</td>
<td>360 hours</td>
</tr>
<tr>
<td>10-12</td>
<td>12.5% (38 minutes/day)</td>
<td>338 hours</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>968 hours</td>
</tr>
</tbody>
</table>
2.2 The evolution of French second language teaching

Traditionally, second language teaching focused exclusively on having students master grammatical structures and vocabulary for the purpose of translation. This grammar-translation method, as it was called, aimed at developing the ability of transferring knowledge from one language to another which was believed to be a valuable academic exercise. The notion of using a second language for a practical purpose was not yet developed and as a result students exposed to this approach were incapable of understanding or producing the language orally, however, they were able generally to comprehend written texts.

A major change in second language thinking came about during the Second World War when the absolute necessity for being able to speak other languages surfaced. To respond to this societal need, a new approach referred to as the audio-lingual method, was developed and became quite popular during the 1950-60's. This approach, based on the behaviourist stimulus-response theories, resulted in teaching focused primarily on the manipulation of oral French through highly structured grammatical drills, memorization of dialogues and tape-recorded pattern drills in language laboratories. It was believed that if students, through repetition and imitation, were brought to master the parts of the language, they then would be able to use the language to communicate. Unfortunately, this assumption was a false one. These programs produced learners capable of manipulating dialogues in controlled, rehearsed situations but did not produce a majority of students capable of spontaneous communication in real-life situations. The change in thinking, however, towards a goal of communication made a significant contribution to the second language field.

More recent developments in the field led to communicative language teaching in the late 70's and 1980's. The goal of programs was clearly stated as communication and language was viewed primarily as a tool for communication and not an end in itself. However, the flaw in communicative language teaching was that students were still working with linguistic driven textbooks where they were required to master basic language structures before they were given the opportunity to explore ideas or engage in activities using the language. Many great innovative activities were developed during this time but unfortunately, the term 'communicative language teaching' came to mean many things to many people and the success of the program often relied on the individual teacher.

Canada's French Immersion success story which received much attention during the 1980's led many to question the value of the traditional Core French program being offered in our schools. Many educators, however, knew that something could and should be done for Core French given that in spite of the popularity of Immersion, Core French would continue to be the only second language experience for the majority of Canadian students. They recognized that we could learn from the success of the Immersion program and make changes to improve Core.
Evolution of Second Language Teaching

French teaching. The late Dr. H.H. Stern was one of those educators. He believed in the value of Core French and felt that its weakness lay in the design of the program. He criticized second language programs that focus solely on linguistic content and proposed rather, a multidimensional curriculum as a basis for language acquisition. Stern called for the establishment of a national research and development project to strengthen the Core French program. In 1985, the Canadian Association of Second Language Teachers (CASLT) responded by launching a major research project intended as a first step to reaching consensus on the teaching of Core French. The project was designed to pool information on existing excellent practices and to develop a multidimensional curriculum model that would be tested in schools. This 5 year project became known as the National Core French Study (NCFS) and the recommendations made in the study, published in 1990, have underscored major curriculum revisions across the country as well as assuring the credibility of Core French in our school systems.

A rich, educationally-sound, multi-dimensional curriculum, it was felt, would not only lead to higher levels of communicative ability but would also help the Core French program assume its rightful place in the school curriculum. (Poyen, 1990)
2.3 Multi-dimensional curriculum

A multi-dimensional curriculum means that the Core French program no longer focuses on language alone. Rather, it is designed to enable the learner to acquire various kinds of knowledge, skills and attitudes while using the language in relevant and interesting situations. A multi-dimensional curriculum has four dimensions or syllabi:

**Communicative/experiential syllabus** - which enables the students to improve their communication skills by **doing** things in the language rather than by simply examining the language. Within a variety of fields of experience (topics with which the students have had experience in their mother tongue) relevant to their needs and interests, students are required to use the target language for a definite purpose, to complete a clearly-defined project. These fields of experience provide the contexts for developing the communication, culture, general language and language components of the curriculum. The communicative/experiential syllabus represents the driving force in the curriculum.

**Cultural syllabus** - which enables the learners to come to understand and appreciate the multicultural world in which we live. Students will acquire knowledge of a sociological nature concerning Francophones and their cultures in Canada and the rest of the world with a focus on the similarities with our own culture. The emphasis is on current reality with reference to the past made only when it serves to clarify the present.

**General Language Education syllabus** - which encourages and facilitates reflection during the learning process. This component enables students to focus on how languages are learned in general, to develop language learning strategies as well as to draw linguistic comparisons between English and French. Such awareness broadens students' horizons and helps them become better language learners.

**Language syllabus** - which enables students to understand and use the necessary language elements (grammar and discourse) in order to improve their ability to communicate effectively.
2.4 Relation of Core French to other subject areas

The proposed Core French program is designed to have the student develop language and communicative skills by accomplishing tasks in the language. When language learning is viewed in this way, one is required to look beyond the language domain to all subject areas in search of relevant content. Most subject areas at the elementary school level such as Social Studies, Mathematics, Science, Art and Music provide very appropriate topics or fields of experience which can be explored in the Core French classroom and thus provide the context for language learning. Consequently, students will be able to reinforce and strengthen the knowledge and skills they have acquired in other subjects while at the same time developing second language skills and furthering their general knowledge.

To be more specific, a focus in the Core French class on topics such as the family, the school and the community will overlap with content taught in the Social studies classroom; a topic such as weather will evoke concepts learned in science; mathematic concepts such as graphs and percentages can easily be applied during a study of leisure activities in French while the inclusion of songs and projects in each unit integrates the areas of art and music. It is recommended that Core French teachers meet with their colleagues at school level to find opportunities to integrate subject matter and to complement each other’s teaching. In addition, numerous skills such as research, problem-solving and technology skills can be further developed as students gather information and present it in the form of final theme projects.

The design and principles of multi-dimensional Core French programs have transformed Core French from an isolated subject area to an integrated, holistic educational experience.
2.5 The Core French program from elementary to senior high

A Core French program must ensure continuity from grade to grade and from level to level if it is to be successful in its totality. With the implementation of this elementary program, the Core French program (Grades 4-12) in Prince Edward Island becomes a solid, continuous second language experience for students that is well articulated in three curriculum documents: *The Elementary Core French Curriculum Guide* (this present guide), *The Junior High Core French 7-8-9 Curriculum Guide* (1997), and *The Senior High Core French Programme d’études et guide d’enseignement* (2000).

The elementary program, like the junior high and senior high programs, is based on a multi-dimensional curriculum. The program at all three levels now share a common philosophy and adhere to the same guiding principles. Language experiences are chosen at each level to reflect the life-experiences and interests of the learners and experiential teaching units are organized to provide a steady growth of knowledge and skills. Methodology is similar throughout the program with specific teaching strategies being adapted to meet the age and level of the learner.

It is important that teachers have a general overview of the entire Core French program and in fact be quite familiar with those levels closest to which they teach. Such knowledge will provide teachers with a better understanding of how and where their grade level fits into the overall picture and will foster a smoother, more successful transition for students from one grade level to the next. Communication between French teachers of different levels is crucial therefore, opportunities for sharing must be sought.
3. THE ELEMENTARY CORE FRENCH PROGRAM

3.1 Guiding principles

Every decision made by teachers concerning second language curriculum and instruction is undoubtedly deeply rooted in their knowledge and beliefs about second language teaching and learning. This elementary Core French program now offers to teachers the following guiding principles based on good classroom practice and current research in the areas of language, learning and more specifically second language learning. It is hoped that these principles will help provide the foundation for many of the pedagogical decisions that we as classroom educators are called upon to make on a regular basis.

Language

- Language is defined as a means of communication, not just as a collection of structures;
- Language and culture are inseparable;

Learning

- Classrooms should be student-centred;
- Students must play an active role in the learning process;
- Students learn through interactions with peers and adults;
- Learning activities must be varied and include concrete, real-life materials;
- Learning activities must respect the cognitive and affective development of students;
- We must provide a supportive, safe classroom where students are confident learners;
- Students need to have the opportunity to reflect on their own learning;
Guiding Principles

Second Language Learning

- A second language is learned through language experiences;
- Language is more easily learned if the learner is involved in meaningful communication (using the language) i.e. the communication is the means as well as the end of language study;
- Students are motivated to communicate in a second language if they have motivating and meaningful tasks to accomplish;
- Content must be topics from the students' own experience and meet their needs;
- Students learn a second language more easily if they are offered a rich linguistic environment;
- The message is more important than the code. Focus must be primarily on the message with attention being given to those aspects of the code which impede communication. Accuracy takes second place to the ability to function in the second language;
- Choice of grammatical structures is dependent on what students want to communicate;
- Risk-taking is an essential part of second language learning and must be encouraged in the Core French classroom;
- Making errors is a natural part of second language learning;
- Language learning should prepare students to live more effectively in a bilingual Canadian society;
- Language learning should broaden students' experience and contribute to the general education of the student.
3.2 Multi-dimensional curriculum

The province of Prince Edward Island endorses the concept of a multi-dimensional curriculum as outlined in the National Core French Study (1990) and now uses it as the basis for all Core French programs in the Province. The following is a description of the four syllabi of multi-dimensional curriculum.

Communicative/Experiential Syllabus

The communicative/experiential syllabus emphasizes the need for second language learning to be related to the experiences of the learner. The use of students' personal experiences or "fields of experience" as contexts for language learning should elicit student interest as well as encourage communication and the desire to use the language. It is believed that students will better learn a second language if they have sufficient, frequent need to communicate something of importance to them. Creating that need daily in the classroom becomes the basis for the Core French curriculum.

As defined by the communicative/experiential syllabus of the NCFS, a field of experience is "that aspect of reality in which the student has already developed certain knowledge, patterns of behaviour and skills". Fields of experience reflect the following aspects of an individual's life: the physical dimension, the social dimension, the civic dimension, the intellectual dimension and the dimension of leisure. The physical dimension consists of fields of experience such as nutrition, physical exercise, personal hygiene - aspects related to the survival of individuals and to their physical well-being. The social dimension includes fields of experience related to family, school, friends, work, holidays and celebrations, and social activities. The civic dimension includes fields of experience that are related to life in society, particularly from the point of view of an individual's privileges and responsibilities, such as environmental issues and consumerism. The intellectual dimension includes fields of experience associated with activities of the mind, such as the arts and sciences. The leisure dimension includes the experiences that relate to the activities of individuals during their free time, such as hobbies, outdoor living and travel. While all of these aspects of life should be incorporated into the learning process, the emphasis on each of these five dimensions will vary from level to level to reflect the age, maturity, interests and experiences of the learner. At the elementary level, there will be a strong focus on the physical, social and leisure dimensions to give learners the opportunity to relive in French experiences which are very familiar to them.

Along with proposing meaningful contexts for language learning, the communicative/experiential syllabus offers the basic pedagogy, referred to as the communicative/experiential approach, for implementing multi-dimensional curriculum. This pedagogy will be described throughout the methodology section.
Multi-dimensional curriculum

The Culture Syllabus

The cultural component in a multi-dimensional curriculum is a critical one. First of all, it consists of an introduction to the sociocultural context of the language being studied. According to its sociological definition, culture encompasses "the general context, the way of life, the behaviours and beliefs of a community which distinguish it from other communities". By being exposed to these aspects, students will come to understand and appreciate the culture(s) associated with the French language. Secondly, the cultural component will serve to add to the students' general education by preparing them to live in a bilingual Canadian society and to understand the multicultural world in which we live.

Rather than suggest specific content, the culture syllabus offers basic principles of culture teaching. It recommends that we begin with local, contemporary manifestations of Francophone culture and gradually expand outwards. Secondly, we should concentrate on the present realities, anchoring the 'French fact' firmly in the present. Thirdly, one should link cultural facts to people in order to show their relevance.

Resources for culture teaching are varied and include the following categories: authentic oral and written documents, audio-visual materials, resource people, pen-pals, exchange visits. It is the integration of such resources into every teaching unit that will ensure the presence of the cultural component throughout the program. Another possibility for the teaching of culture is to create a unit where culture becomes the content focus of the unit. Both types of integration can be used to ensure that culture receives its just place in the curriculum.

The Language Syllabus

The National Core French Study recognizes that language experiences alone will not produce linguistic competence. The integration of a language component is essential to any successful second language program. However, formal analysis of the language has given way to a functional analysis, more oriented towards meaning and the use of language. Language is now looked upon not as a collection of structures but as a means of communication.

The communicative/experiential orientation of the program does not imply the disappearance of grammatical study but rather a more natural and integrated introduction of it. Firstly, students can and should be exposed to a wide variety of vocabulary and grammatical forms in the context of meaningful communication. This duplicates first language acquisition in that students are exposed to a higher level of language before actual use is necessary. Secondly, a focus on linguistic structures should come about as a result of the learner's need and desire to know something in order to communicate; not the other way around as was characteristic of past approaches. The specific linguistic content of a unit, therefore, can only be determined once the field of experience and the educational project are decided. Once the content is determined, it is important that all teaching of that content be done in context.
The General Language Education Syllabus

The general language education syllabus promotes activities which encourage and facilitate student reflection on language, culture, communication and learning strategies. Developing awareness in these areas contributes to the overall development of the student and specifically to the language learning process.

Learning is not a passive process of soaking up information; it is an active process that involves a constant search for meaning. By helping students to make observations and by encouraging them to ask questions, to draw comparisons and conclusions about languages, cultures and strategies, teachers are fostering the kind of constant inquiry needed to be autonomous, successful second language learners.

The general language education component should be incorporated throughout every teaching unit through reflective discussions after a given experience in order to offer the students the opportunity to consciously make connections and to learn from one another. It is obvious that the age and level of the learner will be a significant factor in the sophistication of such reflections, however elementary students are naturally curious and informal questioning and probing by the teacher can lead to significant insights for all students.

Integration in a multi-dimensional curriculum

While the four syllabi have been explained here separately to facilitate comprehension, in actual fact, a multi-dimensional curriculum constitutes an integrated approach to second language teaching. As was alluded to in the descriptions, the communicative/experiential syllabus becomes the driving force of the curriculum with the language, culture and general education components being integrated to allow for holistic language learning. The question of how to integrate the four components is closely linked with that of how to organize the curriculum; this topic is explained in Section 3.4.2. of this document.
3.3 Goals and LEARNING OUTCOMES

3.3.1 Goals of the Core French Program

The elementary Core French program represents the first phase of the students’ Core French experience and as such, will lay the foundation for the attainment of the goals of the Core French program. Teachers are reminded of the goals of the Core French program as stated earlier in this document.

*The goals of a Core French program are to develop communicative competence in French, to foster a positive attitude towards second language learning, to develop an appreciation of Francophones and their cultures and to contribute to the general development of the learner.*

3.3.2 Definition of Learning Outcomes

Curriculum or learning outcomes articulate the knowledge, skills and attitudes that learners are to attain as a result of their second language learning experience. The outcomes for the Core French program are divided into the following three strands:

* a) General outcomes
  * b) Key-stage outcomes
  * c) Specific outcomes

**General Outcomes** reflect the knowledge, skills and attitudes targeted for the Core French program as a whole (Grades 4-12).

**Key-stage Outcomes** are those objectives which students are expected to achieve by the end of Grade 6 which marks three years of instruction in Core French.

**Specific Outcomes** are meant to state in more specific performance terms the knowledge, skills and attitudes which elementary students will be developing throughout their three years of participation in the Core French program. It is the attainment of these specific objectives which will lead students to reach the key-stage outcomes and consequently will also contribute to the achievement of the general outcomes.

Given the multi-dimensional orientation of the Core French program, the three strands of outcomes (general, key-stage, specific) are listed in the following pages for each of the five components of the program: Experience, Communication, Culture, Language and General Language Education.
## 3.3.3 Learning Objectives

### Experiential Outcomes

<table>
<thead>
<tr>
<th>General Outcome</th>
<th>Key-stage Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>On the basis of their experiences in the Core French curriculum, the student should be able to:</em></td>
<td><em>During the elementary grades, students will engage in language experiences dealing with the following areas:</em></td>
</tr>
<tr>
<td>- participate in a variety of language experiences appropriate to their needs and interests;</td>
<td>Friends</td>
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<td>Family</td>
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<td>Sports</td>
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<td>Clothing</td>
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<td>Animals</td>
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<td>Media and Technology</td>
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<td>Nature</td>
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<td>Holidays and Celebrations</td>
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<td>School</td>
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<td>Food</td>
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<td>Leisure activities</td>
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<td>Our community, our province and our country</td>
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<td></td>
<td>Relationships with Others</td>
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<td></td>
<td>Health and Feelings</td>
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<td>Winter activities</td>
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</tbody>
</table>
### Specific Outcomes

*Students should be able to:*

- create a poster;
- write a short descriptive paragraph;
- write a message (email);
- create greeting cards;
- create a poem or a song;
- create a booklet /an album /a magazine;
- make a collage and label it;
- interview people;
- prepare graphs of information and report on it;
- present their projects orally;
- participate in a skit or role-play;
- write an invitation;
- participate in an exhibit;
- create a mobile;
- participate in a board game;
- participate in a celebration;
- participate in a café;
COMMUNICATION - Grade 4

On the basis of their experience in the Core French curriculum, students should be able to communicate effectively in French, both orally and in writing, and to interact appropriately in a variety of situations that relate to their needs and interests.

<table>
<thead>
<tr>
<th>Key-stage curriculum outcomes</th>
<th>Specific curriculum outcomes</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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<tr>
<td>* cope in a classroom where French is the language spoken</td>
<td>- follow the instructions of the teacher</td>
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<td></td>
<td>- socialize (Bonjour, Merci, Au revoir, s’il-vous-plaît etc.)</td>
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<td>- participate actively in the classroom</td>
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<td>- ask permission</td>
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<tr>
<td>* share personal information by using partial sentences and/or by answering questions</td>
<td>- name</td>
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<td>- age</td>
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<td>- date of birth</td>
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<td>- number of people in her/his family</td>
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<td></td>
<td>- identify the member of her/his family</td>
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<td>- name of her/his school</td>
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<tr>
<td>* identify and describe objects, animals, people, events, and places that are part of their environment</td>
<td>Identify</td>
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<td></td>
<td>- some objects in the classroom</td>
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<td>- some objects in a school bag</td>
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<td>- some rooms in the school</td>
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<td>- the members of her/his family</td>
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<td>- some celebrations and holidays</td>
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<td>- the date</td>
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<td>- colours</td>
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<td>- the months</td>
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<td>- the numbers 1-31</td>
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<td>- some animals and their descriptions</td>
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<td>- the seasons</td>
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<td>- some clothing items</td>
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<td>- some rooms in a house</td>
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</tbody>
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- introduced  ➔  reinforced
- not taught explicitly in the authorized units
- not reinforced explicitly in the authorized units
<table>
<thead>
<tr>
<th>The student should be able to:</th>
<th>The student should be able to:</th>
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<tbody>
<tr>
<td>* share their tastes, preferences, interests, and feelings</td>
<td>her/his preferences:</td>
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<td></td>
<td>- favourite season</td>
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<td></td>
<td>- favourite animal</td>
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<td>- favourite colour(s)</td>
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<td>her/his tastes:</td>
<td></td>
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<td></td>
<td>- family activities</td>
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<td></td>
<td>- celebrations (Noël, Paques, statutory holidays)</td>
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<td></td>
<td>- family vacations</td>
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<td>her/his feelings/sentiments:</td>
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<td>- Ça va bien.</td>
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<td>- greetings (Bonne anniversaire; Bonne fête)</td>
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<td>- congratulate; encourage (Bravo, Félicitations)</td>
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<td>- Je suis malade - J’ai mal à la tête.</td>
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<td>- feelings (triste, fatigué, faché, content, etc)</td>
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<tr>
<td>* participate in a variety of interactive activities</td>
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<td></td>
<td>- interview a partner</td>
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<td>- play games</td>
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<td>* ask simple questions</td>
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<td>- permission (Est-ce que je peux....?)</td>
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<td></td>
<td>- information (Comment dit-on _____ en français?)</td>
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<td></td>
<td>- interview a partner (Est-ce que tu....?)</td>
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<tr>
<td>* demonstrate an understanding of the main idea in a simple texte</td>
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<td></td>
<td>- recognize the type of text (poem; invitation etc.)</td>
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<td></td>
<td>- answer questions based on global comprehension such as:</td>
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<tr>
<td></td>
<td>Est-ce que l’histoire est triste ou heureuse?</td>
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<td></td>
<td>Quel est le sujet?</td>
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<td></td>
<td>- answer specific questions such as:</td>
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<td>Qui? Où? Combien? À quelle date? À quelle heure?</td>
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<td>* select relevant details in a simple text</td>
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<td></td>
<td>- important words</td>
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<td>* respond personally to simple texts, often by following a model</td>
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<td></td>
<td>- mime</td>
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<td>- drawing</td>
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<td>* produce a variety of simple texts, often by following a model</td>
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<td></td>
<td>- create a small booklet</td>
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<td>- create a family album</td>
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<td>- create an invitation</td>
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<td>- create a greeting card</td>
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<td>- create a poem/counting rhyme</td>
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<td>- create a graphic organizer</td>
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<td>- create a poster</td>
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<td>- create a logo with a description</td>
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<td>- create pictures with an explanation</td>
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</tbody>
</table>

○ - introduced  ➔ - reinforced
☒ - not taught explicitly in the authorized units
☒ - not reinforced explicitly in the authorized units
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<tr>
<td>* cope in a classroom where French is the language spoken</td>
<td>- ask for clarification (Pardon, Répétez s’il vous plaît, Je ne comprends pas)</td>
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<td>* share personal information by using partial sentences and/or by answering questions</td>
<td>- some personality traits</td>
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<tr>
<td>* identify and describe objects, animals, people, events, and places that are part of their environment</td>
<td>identify:</td>
<td>- some physical characteristics</td>
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<td>- numbers 1-100</td>
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<td></td>
<td>- some personality traits</td>
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<td>- some pastimes/hobbies</td>
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<td>- some summer sports</td>
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<td>- some winter sports</td>
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<td>- some sports equipment</td>
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<td>- a few types of sandwiches &amp; desserts</td>
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<td>- elements of a good café</td>
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<td>- a few drinks</td>
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<td>- the provinces and territories</td>
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<td>- some containers</td>
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<td>- time</td>
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<td>identify and describe</td>
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<td>- friends</td>
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<td>- collections</td>
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<td>- sports</td>
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<td>* share their tastes, preferences, interests, and feelings</td>
<td>preferences:</td>
<td>- favourite pastime</td>
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<td></td>
<td>- favourite sport(s)</td>
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<td>- favourite restaurant</td>
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<td>her/his tastes</td>
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<td>- collections</td>
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<td>- foods/drinks</td>
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<td>- qualities of a friend</td>
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<td>* participate in a variety of interactive activities</td>
<td>participate in a game or a cooperative activity</td>
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<td>charades</td>
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<td>participate in a fashion show</td>
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<td></td>
<td>role-playing “Reader’s Theatre”</td>
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</tbody>
</table>

○ - introduce  ➔ - reinforced  ☐ - not taught explicitly in the authorized units  ➢➢ - not reinforced explicitly in the authorized units
<table>
<thead>
<tr>
<th>The student should be able to:</th>
<th>The student should be able to:</th>
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<tbody>
<tr>
<td>* ask simple questions</td>
<td>- interview a partner</td>
</tr>
<tr>
<td></td>
<td>Comment t’appelles-tu?</td>
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<td></td>
<td>Tu as les yeux de quelle couleur?</td>
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<td></td>
<td>Quel âge as-tu?</td>
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<td></td>
<td>Tu as les cheveux de quelle couleur?</td>
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<td></td>
<td>- collections</td>
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<td></td>
<td>Qu’est-ce que tu collectionnes?</td>
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<td>Combien d’objets est-ce qu’il y a?</td>
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<td>Quel objet est-ce que tu préfères?</td>
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<td></td>
<td>Pourquoi est-ce que tu collectionnes?</td>
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<td>Où est-ce que tu ranges ta collections?</td>
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<td></td>
<td>D’où est-il/elle?</td>
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<td></td>
<td>- take food orders</td>
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<td></td>
<td>Vous êtes prêts à commander?</td>
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<td>Qu’est-ce que vous choisissez?</td>
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<tr>
<td>* demonstrate an understanding of the main idea in a simple text.</td>
<td>- answer specific questions such as:</td>
</tr>
<tr>
<td></td>
<td>Qu’est-ce que...?</td>
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<tr>
<td>* select relevant details in a simple text.</td>
<td>- participate in a treasure hunt (specific information)</td>
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<tr>
<td>* respond personally to simple texts through song, mime, drawing, and drama.</td>
<td>- participate in a role play /Reader’s Theatre</td>
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<td></td>
<td>- create a button, a poster, a card, a banner</td>
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<td></td>
<td>- create a refrain for a song</td>
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<td></td>
<td>- dramatize a song using hand and body gestures</td>
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<tr>
<td>* produce a variety of simple texts, often by following a model.</td>
<td>- create a identification card</td>
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<td></td>
<td>- create a slogan</td>
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<td>- create a friendship cube</td>
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<td>- prepare an oral presentation</td>
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<td>- create a sports card</td>
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<td></td>
<td>- create a sports banner</td>
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<td>- create a menu</td>
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<td>- create a questionnaire</td>
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<td>- create a sports ad</td>
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<td>- create a programme for a show</td>
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<td></td>
<td>- prepare a memory- aid card</td>
</tr>
</tbody>
</table>

- O - introduce
- ➔ - reinforced
- ✗ - not taught explicitly in the authorized units
- ➔➔ - not reinforced explicitly in the authorized units
## COMMUNICATION - 6e année

<table>
<thead>
<tr>
<th>Key-stage curriculum outcomes</th>
<th>Specific curriculum outcomes</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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<tr>
<td>* share personal information by using partial sentences and / or by answering questions.</td>
<td>- the amount of time that she/he watches TV and listens to the radio</td>
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<td></td>
<td>- the food and the containers in her/his lunch</td>
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<td></td>
<td>- character traits</td>
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<tr>
<td>* identify and describe objects, animals, people, events, and places that are part of their environment.</td>
<td>identify :</td>
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<tr>
<td></td>
<td>- personnel at the school</td>
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<td></td>
<td>- community services</td>
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<td></td>
<td>- community activities</td>
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<td>- some stores and shops</td>
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<td>- the rules for cooperation</td>
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<td></td>
<td>- strategies for resolving conflict</td>
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<td>- camping equipment</td>
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<td>- some ingredients in recipes</td>
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<td>- some dangers to the environment</td>
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<td>- some endangered animals</td>
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<td>- some means of transportation</td>
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<td></td>
<td>- parts of the body</td>
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<tr>
<td>* share their tastes, preferences, interests, and feelings.</td>
<td>preferences:</td>
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<tr>
<td></td>
<td>- types of TV shows</td>
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<td></td>
<td>- radio stations</td>
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<td></td>
<td>- types of music</td>
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<td></td>
<td>- Web sites</td>
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<td></td>
<td>- large or small cities</td>
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<td>- stores</td>
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<td></td>
<td>- camping activities</td>
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<td></td>
<td>feelings/sentiments:</td>
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<td></td>
<td>- dramatize emotions in a role-play (expression de voix, gestes, etc.)</td>
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<tr>
<td>* participate in a variety of interactive activities</td>
<td>- participate in an interview</td>
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<td></td>
<td>a survey</td>
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<td></td>
<td>a role-play</td>
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<td></td>
<td>a guessing game</td>
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<td></td>
<td>- give and follow directions</td>
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<tr>
<td>* ask simple questions</td>
<td>- prepare an interview</td>
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<tr>
<td>* demonstrate an understanding of the main idea in a simple text.</td>
<td>- key words</td>
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<td></td>
<td>- categorize information</td>
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<td></td>
<td>- use illustrations to verify comprehension</td>
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<td>The student should be able to:</td>
<td>The student should be able to:</td>
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<tr>
<td>* select relevant details in a simple text.</td>
<td>- answer specific questions</td>
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<td></td>
<td>- selective listening</td>
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<td></td>
<td>- follow given instructions</td>
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<td></td>
<td>- identify specific elements in a song</td>
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<tr>
<td>* respond personally to simple texts through song, mime, drawing, and drama.</td>
<td>- create/adapt a comic strip</td>
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<td></td>
<td>- create a mural/poster</td>
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<tr>
<td>* produce a variety of simple texts, often by following a model.</td>
<td>- a magazine (title page, table of contents, etc.)</td>
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<td></td>
<td>- an article based on research</td>
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<td></td>
<td>- graphic organizers</td>
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<td>- an ad (ex. classified ads)</td>
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<td>- word puzzle</td>
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<td>- a community newsletter</td>
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<td>- a publicity ad</td>
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<td>- advice</td>
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<td>- a song</td>
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<td>- a scenario for a role-play</td>
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<td></td>
<td>- a story</td>
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<td></td>
<td>- lists</td>
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<td></td>
<td>- an events timetable</td>
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</tbody>
</table>

○ - introduced  
● - not introduced explicitly in the authorized units
GENERAL LANGUAGE EDUCATION - Grade 4

On the basis of their experiences in the Core French curriculum, students should be able to choose and implement strategies to facilitate their communication in French and improve their learning.

<table>
<thead>
<tr>
<th>Key-stage curriculum outcomes</th>
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<th>5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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</tr>
<tr>
<td>* use various clues to recognize and identify words, for example, words in the same family, prefixes, suffixes, cognates, and loanwords.</td>
<td>- cognates</td>
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<td></td>
<td>- words known previously in French</td>
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<tr>
<td>* use textual clues to anticipate and understand a text, for example, pictures, graphic representations, page layout, listening to key words, and context.</td>
<td>- actions, expression and the tone of the voice</td>
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<td></td>
<td>- use graphic organizers (a spider web to organize information)</td>
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<td></td>
<td>- use pictures/illustrations</td>
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<td></td>
<td>- listen to sound effects</td>
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<tr>
<td>* create connections between their prior knowledge and the text being studied</td>
<td>- use personal experiences</td>
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<tr>
<td></td>
<td>- make predictions</td>
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<tr>
<td>* recognize the importance of their role in the learning process and their responsibilities toward learning process and their responsibilities toward others, for example by, cooperation, interaction, reflecting on what is being taught, risk taking, etc.</td>
<td>- demonstrate a tolerance for ambiguity</td>
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<td></td>
<td>- ask for help (Comment dit-on ___ en français?)</td>
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<td></td>
<td>- interact and cooperate with classmates</td>
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<td>- participate actively in class</td>
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<td>- concentrate on the task at hand</td>
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<td></td>
<td>- take risks and accept mistakes</td>
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<td></td>
<td>- complete self-evaluations</td>
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<tr>
<td>* use a variety of tools, for example, dictionaries and technology, to create texts.</td>
<td>- use a visual dictionary</td>
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<td></td>
<td>- use a lexicon</td>
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<tr>
<td>* produce an oral or written text by following a production model, for example, the writing process.</td>
<td>- use a model</td>
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<tr>
<td></td>
<td>- follow the steps in the writing process</td>
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</tbody>
</table>

GENERAL LANGUAGE EDUCATION - Grade 5

| * use various clues to recognize and identify words, for example, words in the same family, prefixes, suffixes, cognates, and loanwords. | - recognize that there is linguistic borrowing among languages | | |
| * use textual clues to anticipate and understand a text, for example, pictures, graphic representations, page layout, listening to key words, and context. | - use key words | | |
| | - use the context to understand the message - closure activity | | |
| * use a variety of tools, for example, dictionaries and technology, to create texts. | - ask for clarification: Pardon? Répétez, s’il vous plaît, Je ne comprends pas. Comment dit-on? Qu’est-ce que c’est? | | |

- introduced  ➔ - reinforced
<table>
<thead>
<tr>
<th>Key-stage Curriculum Outcomes</th>
<th>Specific Curriculum Outcomes</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>* use various clues to recognize and identify words, for example, words in the same family, prefixes, suffixes, cognates, and loanwords.</td>
<td>- synonyms</td>
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<td></td>
<td>- classification activities</td>
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<tr>
<td>* use textual clues to anticipate and understand a text, for example, pictures, graphic representations, page layout, listening to key words, and context.</td>
<td>- associate pictures with written text</td>
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<td></td>
<td>- use a map with a legend</td>
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<tr>
<td></td>
<td>- use a human graphic organizer to represent information</td>
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<td></td>
<td>- use titles and sub-titles of a document</td>
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</tr>
<tr>
<td>* create connections between their prior knowledge and the text being studied.</td>
<td>- use the knowledge of her/his mother tongue to guess the new French words</td>
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<td>0</td>
</tr>
<tr>
<td>* recognize the importance of their role in the learning process and their responsibilities toward others, for example by, cooperation, interaction, reflecting on what is being taught, risk taking, etc.</td>
<td>- work in cooperative groups, each person having a role</td>
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<td></td>
<td>- appreciate the advantages of cooperative activities</td>
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<td></td>
<td>- recognize the importance of using a checklist while preparing a project</td>
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</tr>
<tr>
<td>* use a variety of tools, for example, dictionaries and technology, to create texts.</td>
<td>- use a French/English dictionary</td>
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<td></td>
<td>- use pictures or illustrations to help others understand her/his message in a presentation</td>
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<tr>
<td>* produce an oral or written text by following a production model, for example, the writing process.</td>
<td>- create a magazine</td>
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<td>- write a classified ad</td>
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<td></td>
<td>- create a song (jingle)</td>
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</table>

- introduced ➔ - reinforced
- not taught explicitly in the authorized units
- not reinforced explicitly in the authorized units
CULTURE - Grade 4

On the basis of their experiences in the Core French curriculum, students should be able to demonstrate an appreciation and understanding of francophone cultures, while comparing them with their own culture, as well as an appreciation and understanding of Canada’s multicultural reality.

<table>
<thead>
<tr>
<th>Key-stage curriculum outcomes</th>
<th>Specific curriculum outcomes</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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</tbody>
</table>

* identify and locate certain francophone communities locally, provincially, nationally and internationally
  - realize that French schools exist in our province and elsewhere
  - recognize the presence of French around us

* identify several contemporary francophone personalities
  - Céline Dion, Gilles Villeneuve

* demonstrate an awareness of Canada’s cultural mosaic
  - demonstrate a respect towards other cultures

* demonstrate knowledge of authentic texts
  - sing songs and nursery rhymes in French

CULTURE - Grade 5

<table>
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<tr>
<th>Key-stage curriculum outcomes</th>
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<td>The student should be able to:</td>
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</table>

* identify and locate certain francophone communities locally, provincially, nationally and internationally.
  - Évangéline
  - Québec City, Montréal
  - Paris

* identify and describe certain realities of francophone cultures.
  - French family names
  - The Acadian flag and the significance of its colours

* name several similarities and differences between their culture and francophone cultures.
  - money $1.00 → 1,00 $
  - foods served in a café
  - flags (Québec, Acadian, France)
  - 24 hour time

* identify several contemporary francophone personalities.
  - Évangéline et Gabriel (fictional)
  - French-Canadian singers: Mario Brassard, Roch Voisine, Barachois, Acadilac
  - famous magicians: Jean Eugène, Robert-Houdin, Alain Choquette
  - famous athletes

* demonstrate an awareness of Canada’s cultural mosaic.
  - games from different ethnic groups
  - collections across Canada
  - ethnic artists and artisans

* identify signs of bilingualism in our society.
  - recognize the presence of French around us
  (French schools, bilingual packaging, French Week, French channels on the TV)

- introduce → reinforced - not taught explicitly in the authorized units
  not reinforced explicitly in the authorized units
### CULTURE - Grade 6

<table>
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<th>Key-stage curriculum outcomes</th>
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<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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</tbody>
</table>
| **identify and locate certain francophone communities locally, provincially, nationally and internationally.** | - La Louisiane, La Martinique  
- Saint Boniface, Montréal, Chéticamp  
- Bruxelles |   |   |   |
| **identify and describe certain realities of francophone cultures.** | - computer programs and Web sites in French  
- comic strips: *Tintin, Astérix*  
- Am Stram Gram  
- traditional songs (Alouette, Madeleine et son pied mariton)  
- legends |   |   |   |
| **name several similarities and differences between their culture and francophone cultures.** | - similar environmental problems in Quebec  
- advertisements |   |   |   |
| **demonstrate knowledge of authentic texts.** | - name a few French magazines  
- read some articles in authentic French magazines |   |   |   |

- introduced ✓ - reinforced  
- not taught explicitly in the authorized units  
- not reinforced explicitly in the authorized units
On the basis of their experiences in the Core French curriculum, students should be able to recognize and use in context elements of the linguistic code, orally and in writing, to facilitate their communication in French.

<table>
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<tr>
<th>Key-stage curriculum outcomes</th>
<th>Specific curriculum outcomes</th>
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<td>The student should be able to:</td>
<td>The student should be able to:</td>
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* **recognize the linguistic elements relating to areas of experience and to their communication needs.**
  - understand, orally and in writing, the vocabulary related to the themes
  - understand verbs used in the imperative associated with classroom routines
    (For example: regardez, écoutez, ouvrez, cochez, encerclez etc.)
  - interrogative words (Qui? Où? Combien? Quel?)

* **use the linguistic elements relating areas of experience and to their communication needs.**
  - use, orally and in writing, core vocabulary associated with the themes
  - Pronouns : Je, tu, il, elle, on
  - Articles : un, une, des, le, la
  - Plurals : “s” à la fin d’un mot au pluriel
  - “x” à la fin d’un mot
  - Possessive pronouns: mon, ma (avec les membres de la famille)
  - Adjective agreement: “e” signifie féminin
  - Imperative - directions (Marchez)
  - advice (Portez, Ne restez pas)

* **Use some memorized structures:**
  - Je m’appelle...
  - C’est ______
  - J’ai ____ ans
  - Il y a ______
  - Ça va ______
  - Je (Tu, On) aime ______
  - Il (Elle, On) est ______
  - Je (Tu) préfère ______
  - Il fait ______ (temps)
  - Je porte/tu portes ______

* **Use some memorized structures:**
  - Qu’est-ce que c’est?
  - Quel âge as-tu?
  - À quelle date est ton anniversaire?
  - Quelle est la date aujourd’hui? À quelle date est ______?
  - Combien de personnes est-ce qu’il y a dans ta famille?
  - Est-ce que tu aimes regarder les films?
  - Est-ce que tu as ________?
  - Quel est ton animal préféré?
  - De quelle couleur est ______?
  - Quel temps fait-il?
  - Quelle est la température?
  - C’est quelle saison?
  - Qu’est-ce que tu portes quand il fait ______?

○ = introduced
↔ = reinforced
● = mastered
<table>
<thead>
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<th>Key-stage curriculum outcomes</th>
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<td>The student should be able to:</td>
<td>The student should be able to:</td>
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<tr>
<td>* recognize the linguistic elements relating to areas of experience and to their communication needs.</td>
<td>- understand, orally and in writing, the vocabulary related to the themes</td>
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<td></td>
<td>- Il/Elle est de ______</td>
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<td>- Ils/Elles sont de ______</td>
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<td>- Les mots interrogatifs (Quoi, Qui, Quand, Où)</td>
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<tr>
<td>* use the linguistic elements relating areas of experience and to their communication needs.</td>
<td>- use, orally and in writing, core vocabulary associated with the themes</td>
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<tr>
<td></td>
<td>* Understand the elements in a context:</td>
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<tr>
<td></td>
<td>- Pronouns : nous, vous</td>
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<td></td>
<td>- Question words: combien</td>
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<td>- Est-ce que...</td>
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<td>- Plural forms of adjectives with “s”</td>
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<td>- À + l’article défini : au, à la, à l’, aux</td>
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<td>- Voici</td>
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<td></td>
<td>- Prepositions: sur, dans</td>
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<td>- Partitive: du, de la, de l’, des</td>
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<tr>
<td></td>
<td>- Imperative; sing. &amp; plur.ex. Découpe! Découpez!</td>
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<td></td>
<td>- Emphatic pronouns: moi, toi</td>
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<td></td>
<td>* Use the memorized structures:</td>
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<td></td>
<td>- Il/Elle a les cheveux ______</td>
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<td>- Il/Elle a les yeux ______</td>
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<td>- Je suis / tu es _____</td>
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<td>- Vous êtes _____? Nous sommes _____</td>
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<td></td>
<td>- Je vais + infinitif</td>
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<td>- Il/Elle va + infinitif</td>
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<td></td>
<td>- Je joue / il joue / elle joue (au, aux) +sport</td>
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<td>- Je collectionne / tu collectionnes</td>
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<td>* Reply to some questions:</td>
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<td>- D'où est-il/elle?</td>
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<td>- Qui collectionne...?</td>
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<td>- Quel/Quelle est _____?</td>
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<td>- Quels/Quelles sont...?</td>
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<td></td>
<td>- Quel + nom + verbe (Quel athlète canadien pratique...)</td>
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<td></td>
<td>- Qu’est ce que tu aimes + verbe?</td>
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<td>- Quelle heure est-il?</td>
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- introduced ➔ - reinforced
- not introduced explicitly in the authorized modules
- not reinforced explicitly in the authorized modules
**LANGUAGE Grade 6**

<table>
<thead>
<tr>
<th>Key-stage curriculum outcomes</th>
<th>Specific curriculum outcomes</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student should be able to:</td>
<td>The student should be able to:</td>
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</tbody>
</table>
| * recognize the linguistic elements relating to areas of experience and to their communication needs. | - understand, orally and in writing, the vocabulary related to the themes  
- Est-ce qu’il y a ______?  
- Il/Elle a + partie du corps + de + ______ |   |   |   |
| * use the linguistic elements relating areas of experience and to their communication needs. | - use, orally and in writing, core vocabulary associate with the themes  
* Use the elements in a context:  
- question words: Où?, Pourquoi?, Qui?, Quoi?, Quels____?, Quelles____?  
- adverbs quelquesfois, souvent, toujours  
  lente ⇒ lentement  
- verbs il/elle utilise (aide, assiste)  
  Ils/elles utilisent  
  Je/tu veux + inf. II/elle veut  
  Ils/elles veulent  
  Je/tu peux + inf. II/elle/on peut  
  Ils/elles peuvent nous pouvons vous pouvez  
  Imperative: conseils - Attendons! faire du mal à la, à l’, aux  
* Use the memorized structures:  
  Tu as ______? (intonation)  
  As-tu ______? (inversion)  
  Il faut + ______.  
  Il est nécessaire de ______.  
* Reply to some questions:  
  Quelle langues parles-tu?  
  Quelle est ton adresse électronique?  
  Quel est ton passe-temps préféré?  
  Où habites-tu? |   |   |
| - introduced | - not introduced explicitly in an authorized module |   |   |   |
This section contains a list of suggested final projects by theme which respect the principles of a communicative-experiential approach to second language teaching and which are deemed appropriate for use with elementary Core French students. This list is by no means finite. The choice of a project will depend largely on the interests of the teacher and students as well as the availability of suitable resources. Since it is often the choice of the final project that determines the level of difficulty of the theme, there is potential for themes to be 'recycled' at a different grade level through the selection of a different project.

The learning materials authorized by the Province for use with the elementary Core French program will offer units which lead to the completion of at least one of the listed projects per theme.

### Suggested Final Projects

#### L'ÉCOLE

The learner should be able to:

- participate in a board game using vocabulary from the school;
- prepare an information booklet about his or her school;
- draw the school of his or her dreams and present it to the class;
- create a videotape recording about their school and exchange it with another school.

#### LA FAMILLE

The learner should be able to:

- present his or her family using a family tree, a photo album or a video;
- present a cherished member of his or her family using a poster.

---

Suggested Final Projects

**L'ALIMENTATION**

The learner should be able to:

- organize, manage and use a restaurant in the classroom (snacks, party...);
- prepare a dish: for example a pizza, a dessert, a sandwich, a nutritious lunch;
- prepare a snack for invited guests;
- plan and prepare a class picnic;
- prepare a menu for a special event (sporting activity, cultural activity);
- prepare a brochure advertising fast-food restaurants.

**LES SPORTS**

The learner should be able to:

- participate in a board game using sports vocabulary;
- interview a student who is involved in sports;
- create a poster featuring a sport;
- conduct a survey on favorite sports of classmates and graph and present results;
- present a sport in which one participates.

**LES PASSE-TEMPS ET LES LOISIRS**

The learner should be able to:

- organize a leisure activities fair;
- conduct a survey on the favorite leisure activities of classmates and present the results;
- present his or her favorite past-time to the class;
- interview another student about favorite leisure activities.
### LES ANIMAUX

The learner should be able to:

- create a logo for an animal with a poster and a song;
- create an exhibition of stuffed animals for younger students;
- participate in a pet photo contest;
- construct an animal puppet or mask and present it to the class;
- create a book-cassette on animals;
- create and present a bizarre animal;
- prepare a poster, video or radio segment on an endangered animal;
- “interview” an endangered animal;
- prepare an information file on animals found in P.E.I. to be placed in an interest centre in the classroom.

### NOTRE COMMUNAUTÉ, NOTRE PROVINCE ET NOTRE PAYS

The learner should be able to:

- prepare an information brochure to outline services available in the region;
- prepare and share a Trivia Game about the region;
- prepare a brochure for tourists enticing them to visit our province;
- present one or several regions of one’s province or country;
- present the Francophone regions of one’s province.

### LES AMI(E)S

The learner should be able to:

- prepare a personal description to find a pen-pal;
- prepare a friendship cube.
### RELATIONSHIPS WITH OTHERS

The learner should be able to:

- create and present a role play;
- prepare a poster with advice on how to resolve a conflict.

### MEDIA AND TECHNOLOGY

The learner should be able to:

- produce a magazine that reflects the technology used at the school
- create an advertisement for a favorite movie or T.V. show;
- prepare a list and description of good T.V. shows or films for children;
- analyse and present one’s own T.V. habits and compare this with the amount of time spent on other activities (ex. homework, chores, video games etc.);
- conduct a survey to determine the favorite T.V. shows of classmates and present the results.

### LA NATURE

The learner should be able to:

- write and present a publicity song;
- create a poster on a season;
- draw and describe his or her immediate environment;
- do a scientific experiment;
- prepare a poster on nature;
- present a collection of items from the environment (ex. leaves, seashells, potatoes, etc.).
LA SANTÉ ET LES SENTIMENTS

The learner should be able to:

- keep a daily journal/diary;
- present skits which demonstrate different feelings/emotions;
- simulate a telephone conversation with a friend who is sick.
3.4 METHODOLOGY: Principles & Strategies

3.4.1 Setting the stage for using multi-dimensional curriculum

Experienced teachers are very cognizant of the fact that a good beginning to the school year is truly critical to its long term success. It is during these first few days and weeks that much attention must be paid to setting routines and expectations, to building group rapport, to establishing classroom climate and to ensuring students experience success. In the Core French classroom, it is also during this period that the teacher can begin to prepare students in a number of ways for their second language learning experience within a multi-dimensional curriculum.

During this introductory time period, it is recommended that teachers provide numerous opportunities for students to recall and use the French they have previously learned. In Grade 4, given that for the majority this will be their first formal experience with the learning of French, the teacher may want to proceed by asking students if they already know any French words. It is often amazing to see how many words they have actually acquired simply through exposure. Write all of the words brainstormed by the children and display them in the classroom. Have individuals explain the words they know to their classmates. Over the next few days, words as they are learned can be added to the chart. In Grades 5 and 6, the approach will be slightly different as our goal is to assess, reinforce and recycle language and content from previous grade levels. Ask students to list the themes they remember doing the previous year and each day provide them with an opportunity to use their language in the context of one of the themes. Questioning, review games such as Jeopardy or Family Feud and singing songs previously learned are all ways to reinforce language. This is also a perfect opportunity to teach or review and post the classroom survival expressions. Regardless of the strategies used, it is the constant positive reinforcement and encouragement from the teacher that will serve to enhance student confidence and help make a smooth transition into new learning experiences.

A second key goal during this preparatory stage is to expose students to the language as much as possible and to establish French as the language of the classroom. The desired outcome is for students to “accept” that you will be speaking French and to develop basic comprehension strategies. A two-fold approach to this is possible. First of all, establish an extended length of time (10-15 minutes) where you speak only in French. Some activities which are appropriate here are talking about yourself (your family, your interests, your summer vacation, etc.), reading a story to the class, or playing a teacher-led game. The key to ensuring comprehension is to provide multiple clues such as visuals, props, mime, cognates, simplified language and written key words. The other side of this approach is to take the time both prior to and following the “French only” time to discuss this in English with your students. Explain the value of learning a second language as well as the importance of learning French in French. Help them discover how they can follow along.
Setting the stage for multi-dimensional curriculum

Talk about strategies they might use. Build their comfort level so that your use of French begins to become a natural part of Core French class.

A third goal of this introductory period is to establish routines in French. Greet the students in French, practise using the “calendrier”, “les nouvelles” or questions and answers - whichever you plan to use each day. You will also want to familiarize the students with the classroom itself - where the resources are kept, how they will be distributed and collected, your attention getters (counting 1-5, turning off the lights, etc.) as well as your expectations of them. It is important that students understand the parameters within which they will work.

Finally, it is recommended that the teacher also use this time to teach or review group work strategies. Establish a seating plan and have students actually practise moving into different groupings. Review the rules for working together and practise this as well, using simple group tasks based on previously learned content.

The length of this introductory period will certainly vary from teacher to teacher and from class to class, however, its importance should not be underestimated in preparing students for a positive second language experience.
3.4.2 Structure of the teaching units

Each teaching unit within a multi-dimensional curriculum is structured in the same manner and consequently facilitates the integration of the four syllabi of multi-dimensional curriculum. A field of experience is chosen based on the interests and experiences of the learner and the focus is then narrowed to content around which the learner already has some experience and knowledge in his/her mother tongue. An educational project is determined for the end of the unit and always involves students creating a project, whether written, oral or both. It is important that the project chosen be flexible enough so that it can be attained in a number of ways according to the ability levels, interests, and proficiency levels of the learners. It is this educational project set in the context of a field of experience which determines the parameters for all teaching, learning and evaluation activities during the unit.

When teaching a multi-dimensional unit or module, the starting point is always centered on the learner. At the elementary level, teachers will often begin by sharing some of their own personal experiences with the topic in order to serve as a model for students. Next, the teacher will invite students to share their knowledge about the topic, both in terms of language and content. In Grades 4-6, this will often take the form of questions and answers. In the process, students become interested in the topic and motivated to learn more about it. The first step therefore serves to personalize the subject matter and to facilitate sharing of knowledge and experiences among class members.

The second step in teaching a module is to propose the end of the unit project to the students. At the elementary level, it is strongly recommended that a concrete example of a project be shown. This sample project may be one prepared by the teacher or examples of other students' work from previous years. Being able to actually see a tangible example is important for children at this age level and can also serve to motivate students to produce quality work, of which they can be proud. In addition, the visual support will assist students to better comprehend what is being explained and thus enables the teacher to successfully offer the explanation in French.

Following the explanation of the project, the teacher lists in the form of steps the major learning activities with which students will be involved during the course of the unit in order to acquire the knowledge and skills needed to complete the project. It is strongly recommended that these steps be posted in the classroom and referred to throughout the unit to give students a sense of achievement and to help them recognize their progress towards the final project. This the marks the end of the Preparation Stage of the learning process.
Structure of the teaching units

Over the next 3-4 week period, students are involved in a variety of tasks and activities, including language activities, which will enable them to develop the necessary knowledge and French skills to complete the project and at the same time contribute to their general education. This phase of the unit is the main one and can be referred to as the Activity Stage. It is here that the communicative/experiential, language, cultural and general language dimensions of the curriculum are integrated. Students are active learners throughout this phase with group work and cooperative learning being very much a part of the learning process. This stage ends with the actual preparation of the projects and their presentation to the class.

The final phase of the unit, referred to as the Post-Activity Stage, involves having students step back and reflect upon their experience of doing the unit. Teachers assist students in identifying what new knowledge they gained from the experience, what language they acquired and what learning strategies they used. At the elementary grades, some of this stage may well have to take place in English to ensure meaningful reflection. However, simple self-evaluation forms in French can be used effectively and will be discussed in depth in a later section. The importance of this phase must be emphasized for it is here that students can make connections and develop insights into learning and thus become better second language learners.

This 3 step learning process, Preparation stage, Activity stage, Post-Activity Stage, inherent in the organization of multi-dimensional units and summarized in the table below, will resurface on many occasions in this document as the basic suggested pedagogy for the program which can be applied to individual lessons and activities as well.

The Learning Process

<table>
<thead>
<tr>
<th>Preparation Stage</th>
<th>Activity Stage</th>
<th>Post-Activity Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation of topic and sharing of experiences</td>
<td>1. Completion of tasks and activities determined by needs of students</td>
<td>1. Reflection on learning</td>
</tr>
<tr>
<td>2. Explanation of final project</td>
<td>2. Preparation and presentation of projects by students</td>
<td>2. Self-evaluation</td>
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<tr>
<td>3. Overview of major activities in the unit</td>
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</tbody>
</table>
3.4.3 The Preparation Stage: Introduction of a multi-dimensional teaching unit

As you will recall from the previous section on the structure of multidimensional teaching units, the introduction or preparation stage of each unit has three distinct components. First of all, there is the personalization aspect where teachers and students express their knowledge and experiences with the theme in question. Secondly, there is the presentation and explanation of the final project to the students and thirdly, a brief overview of the unit is provided to the class. The following represents suggested strategies for teachers to use during these three components of the Preparation Stage.

Personalization of the theme / Sharing experiences:

A good starting point for any theme is the experiences of the teacher in relation to the subject matter. Serving as a language model for students and keeping in mind the objectives of the unit, the teacher provides a simple description or narration of his/her experiences. This model will most often be an oral one reinforced by visual cues. In a Grade 4 class, for example, during a theme on Food, the teacher may present a variety of food items using pictures and expressing his/her likes and dislikes through *J’aime _____ / Je n’aime pas _____* accompanied by appropriate facial expressions. His or her tastes in restaurants or opinions on a sample menu could also be expressed in a similar fashion. Later in the elementary program, in a theme on Friends, for example, the teacher might bring along a picture of his/her best friend and describe him/her physically as well as in terms of their qualities and common interests. Many teachers also find it useful to provide a written summary of what they are saying on an overhead, chart paper or on the blackboard so as to provide a linguistic model for students to use when sharing their own experiences.

Next, to ensure that students’ prior knowledge and experiences provide the entry point for further exploration of the theme, the students should be invited to share their experiences. While the reference to “sharing experiences” may appear far too complex for the language level of the elementary students, this is not the case. Rather, it is up to the teacher to formulate appropriate questions to elicit student response in French. At the early stages of language learning, closed questions requiring only a oui/non or one word answer are to be used. In the Food unit, for example, students’ likes and dislikes can easily be elicited through individual questions such as “*Marc, est-ce que tu aimes la pizza?*” “*Paul, est-ce que tu préfères les hot dogs ou les hamburgers?*” Such questioning can lead to a survey type activity, including questionnaires, and a class summary re favourite foods could be established. The use of as many cognates (mots-amis) as possible during this stage is recommended to facilitate comprehension.
Another popular strategy for having students share knowledge and experiences with a given topic is **Brainstorming**. This is most successfully done at first as a whole class activity led by the teacher. It represents an effective way of generating vocabulary and ideas related to a theme with which students have some experience. The teacher places an appropriate word or question on large chart paper and through “brainstorming” the class builds the chart. In the elementary grades, this technique works extremely well for the themes which have vocabulary made up of cognates such as Sports. With other themes, students can be asked to mime their words or ideas or even to draw them with the teacher supplying the appropriate French word. Another variation on this approach is to have students select words related to a theme based on a comprehensive list of words containing intruders. Once students are familiar with the brainstorming technique, it can be carried out in small groups using dictionaries, drawings and peer assistance to build the theme chart.

**Presenting the Final Project:**

During this phase of the introduction to the unit, the teacher’s goal is to motivate the students by showing them what they will be able to accomplish in French at the end of the unit of study. One of the most effective ways of doing this is to present a concrete example of a project made by the teacher or a student from a previous year. The example shown should be of a very high quality both visually and in terms of language. It is this concrete example which enables the teacher to present the project in French and to explain to the students what they will be working towards.

**Presenting an overview of the Unit:**

If one of our goals is to help students become more responsible, autonomous learners, it is important that we provide them with a sense of the unit and the types of activities involved. Two different strategies to achieve this are suggested. The first one is to list the learning steps for students in simplified, comprehensible language. Each step would represent a major activity in the unit: example - regarder des livres sur les animaux, chanter des chansons, classifier les animaux selon leur habitat, etc... It is suggested that after explaining the steps, the teacher post them in the classroom and refer back to them upon the completion of each step.

A second strategy would be to present the unit to the students in the form of a thematic webbing diagram. At the centre of the diagram is the name of the field of experience while the different activities can be represented, labelled and placed around the centre. Such thematic webs allow for a great deal of creativity on the part of the teacher and result in a very visually appealing display for the students.

In an attempt to foster in students an ownership for their own learning, teachers are also encouraged during this stage to ask students for input as to the types of activities they might like to do during this theme and to incorporate their suggestions wherever possible.
3.4.4 The Activity Stage - The Core of the Unit

Introduction

The types of learning activities and the various instructional strategies suggested for use throughout each experiential unit will undoubtedly have quite a familiar ring to teachers as they stem from the general methodology recommended for use across all subject areas at the elementary level. There is no question that today’s classrooms are committed to offering a learner-focussed education experience, to promoting personal involvement, to helping students become reflective, autonomous learners, to encouraging communication and interaction, to recognizing diversity of learners and to establishing a climate conducive to learning. It is within these parameters that teachers make decisions every day about “how to teach” a particular lesson. With these parameters clearly guiding us, the purpose of this section is to focus on various topics relating to the second language classroom and ways of dealing with them within the framework of a communicative-experiential approach. The following topics will be addressed:

- Teaching the Four Skills
- Integration of the Linguistic code
- Correction of errors
- Cooperative Small Group Learning
- Songs & rhymes
- Games
- Preparation and presentation of final projects
Teaching the Four Skills

Within a communicative-experiential approach, the teacher strives to engage students in meaningful learning experiences so as to facilitate the development of comprehension (listening & reading) and production (speaking & writing) skills. While the methodology suggested for each of these skills is treated separately below, it is important to recognize that within the classroom, as in real life, these skills represent an integrated whole. At various times, one or another of the skills may receive more attention than others as is the case with listening in the early stages, but the total instructional program should include holistic learning activities which reflect all four skills.

The Receptive or Comprehension Skills

Under the umbrella of receptive\textsuperscript{10} skills, one finds oral comprehension (listening) and written comprehension (reading). In both instances, students are receiving language input. Within a communicative / experiential approach, it is critical to keep in mind that the primary purpose for receiving language is to obtain meaning from it. This emphasis on comprehension for meaning differs dramatically from traditional approaches where listening and reading passages were highly structured and controlled and designed primarily to reinforce vocabulary and structures.

Minimal Requirements of the Four Skills; Percentages:

| End of Grade 6: | comprehension | 75% | oral comprehension | 50% |
|                | production    | 25% | written comprehension | 20% |
|                |              |     | oral production      | 15% |
|                |              |     | written production   | 10% |

We now turn to a discussion of ideas for developing the oral comprehension skills within the context of authentic situations and documents.

Oral Comprehension

The first authentic situation that readily lends itself to exploited by teachers to enhance students’ oral comprehension skills is the use of French by the teacher as the primary language of communication in the classroom. Oral directions, verbal routines and explanations of predictable activities in French will all lead students to listen for meaning as they desire to participate in classroom activities. When provided with multiple cues including the use of visual aids, body language, intonation, and simplified language among others, students will quickly

\textsuperscript{10} While the term “receptive” sometimes evokes an image of passivity, this is certainly not the case here for L2 learners need to be taught to actively pursue meaning.
develop strategies to decipher meaning and will also come to tolerate a certain degree of ambiguity. It is the development of these strategies that will enable students to successfully cope with other authentic listening situations.

A second opportunity which can be seized by teachers to develop students’ oral comprehension skills is “story-telling”. Whenever the teacher shares his or her personal experiences in relation to the theme, students at this age are naturally interested and eager to understand the gist of what is being shared. The onus here is on the teacher to modify his/her language so as to facilitate student comprehension. By making use of strategies such as cognates (words which are similar in English and French), repetition, simple structures, visuals, realia, body language etc and by checking often for understanding, story-telling times can become significant learning occasions for students. Invited guests who use similar strategies will also be very enriching to the program.

A third strategy closely related to story-telling and equally as effective is reading to the students via big books or children’s storybooks. Stories which are repetitive in nature as well as predictable offer the best choice. (See Annex 1 for a suggested list). This strategy should be exploited to its fullest potential in the elementary Core French classroom.

Another popular strategy often used to develop students’ oral comprehension skills is known as “Total Physical Response”. This strategy involves the teacher giving a series of directions to which the students respond through actions or drawings. The game “Simon dit” is an example of this strategy as is asking students to create a picture according to certain specifications.

Finally, during all experiential units, a focussed attention on the development of oral comprehension skills is necessary through the provision of planned activities using oral documents. When choosing taped material for the elementary level student, it is important to respect the following criteria:

- The oral document should focus on a topic familiar to the learner and be presented in an interesting way.
- It should be similar to oral texts that the learner has likely encountered in his/her native language.
- The content should be predictable and be focussed on concrete subjects.
- The length of the document should be fairly short.

Adapted from National Core French Study, C/E syllabus, pp. 43-48
- Verbal support such as sound effects should be present whenever possible.
- The document should contain some degree of repetition and redundancy.
- The document should involve language presented at a relatively normal speed.

A number of commercially produced materials for Core French classrooms respect these characteristics and are quite suitable to our program. However, videos, songs, radio, T.V. segments and other oral authentic documents must also be selected and integrated into the program as well to ensure contact with the “real” French world.

When using oral documents to facilitate the development of oral comprehension skills, the recommended methodology is comprised of three phases: The Pre-Listening Phase, the Listening Phase and the Post-Listening Phase. Let us now turn our attention to each of these phases.

Pre-Listening Phase:

As its name implies, this phase represents the time prior to listening to the document where the teacher prepares the student for the activity. The teacher begins by asking students simple pertinent questions related to the topic and/or situation found in the oral document. The purpose here is to spark interest in the listening activity and to have students think about their previous experiences with the topic. Next, the teacher should contextualize the oral document by providing background information to the students which will enhance their comprehension (ex. # of speakers, the subject, the purpose of the document, the medium, the situation, etc.). At this point, students can be guided to “anticipate” what they might hear and their suggestions should be recorded. Brainstorming or selecting items from prepared lists are simple and effective ways of eliciting student predictions. Having done this, students are now better prepared to listen to the document.

Listening Phase:

It is during this phase that students will listen to the taped document at least twice or as many times as deemed necessary. Each time the students listen, they must be given a focus or a “reason” to listen in the form of a task. During the first listening, students could be asked to simply focus on the verification of their predictions made during the pre-listening phase and perhaps answer a couple of global comprehension questions. During the second and subsequent listenings the teacher provides a specific task or questions which guides students in listening for specific information. It is worthy of note that students are expected to understand only those portions of the text which are necessary to the completion of the assigned task. To facilitate student success, the teacher may choose to reduce the amount of information students are listening for in the second listening by assigning different tasks to different groups. In subsequent listenings, the class could then verify each group’s findings.
Post-Listening Phase

This phase has as one of its main purposes to strengthen the learners’ acquisitions. It is at this time that learners can discuss the types of strategies they used to comprehend the text and how they might apply those to new situations. This is most often a teacher-led activity through questioning. A second focus of this phase could be to reinforce previously learned linguistic elements which appear in the document. Finally, this phase provides an opportunity to use the oral document as a springboard into a speaking or writing activity related to the topic.

In summary, the suggested methodology for developing oral comprehension skills when using an oral document can be represented as follows:

**Pre-Listening Phase:**
- Spark interest in the topic of the document by personalizing the subject
- Provide contextual information
- Lead students to anticipate the content of the document by focussing on their previous knowledge and experience.

**Listening Phase:**
- Provide students with a “reason” to listen in the form of a task
- Vary the task with each listening
- Play the tape as often as necessary to ensure success
- Move from global comprehension tasks to more detailed comprehension tasks.

**Post-Listening Phase:**
- Help students to reflect on and discuss oral comprehension strategies
- Reinforce linguistic elements where appropriate
- Use the document as impetus for a production activity where appropriate.
**Listening for pleasure:**

While oral comprehension activities are designed specifically to help students develop strategies for comprehending the French they hear, it is important that elementary students also have the opportunity to listen to French simply for pleasure.

One way of exposing the students to the rhythm of the French language is to have French music playing as the students enter the class or during some classroom activities where it would serve to enhance the working atmosphere. A second possibility that lends itself to listening for pleasure is the use of a listening centre where the equipment is available. Taped recordings of French music, storybooks, rhymes etc. prove to be very popular among beginning French students. Lastly, a number of teachers have created tapes of songs or recorded storybooks on tape for students to take home on a rotation basis. Such opportunities for listening for pleasure will not only enhance the oral comprehension skills of children but will often serve as a strong motivational factor in second language learning.
Written Comprehension

Within a communicative-experiential approach, the written language is viewed as another means of communication. It is considered to play a natural and important role in the development of a second language for a child.

The methodology for facilitating the development of the written comprehension (reading) skills is quite similar to that of oral comprehension skills. As with oral comprehension, written comprehension activities within a communicative-experiential approach emphasize the development of strategies which will enable learners to use their previous experiences to understand written materials in French. The learner is active and the primary purpose for reading is to extract meaning from the text.

Since background experience plays such an important role in reading for meaning, it is crucial that the teacher keep this experience in mind when selecting reading materials for the student. There are two types of reading materials available to the teacher: those which are often found in commercially published materials designed specifically for second language learners and authentic documents which are texts written in French by Francophones for Francophones (ex. newspapers, greeting cards, recipes, brochures, signs, posters, flyers, maps, catalogues, phone books, etc.). It is important that students be continually exposed to both types of documents throughout the elementary grades. When selecting a printed text for elementary students, it is important to respect the following criteria:

- the written document should focus on a topic familiar to the students and be age-appropriate;
- the document should be similar to written texts that the learner has likely encountered in his/her native language;
- the document should be fairly short and relatively simple in structure;
- the content should be predictable and be focused on concrete subjects;
- visual support should be extensive;
- the document should contain a degree of repetition and redundancy.

When using written documents to facilitate the development of written comprehension skills, the recommended methodology is again comprised of three phases: The Pre-Reading Phase, the Reading Phase and the Post-Reading Phase. An in-depth discussion of each phase now follows.
Pre-Reading Phase

The first step in preparing students to read a document is to stimulate their interest in the topic of the text by asking simple pertinent questions drawing on their experiences related to the topic. Next, the teacher should contextualize the document by providing background information to the students such as the type of document, its purpose, the author and the situation. Another effective means of providing the context for the students is to show a picture or illustration related to the text (ex. the cover of a storybook, a picture of the person about whom the story is written, etc.).

The contextualization activity should provide just enough information to allow learners to anticipate what will be read. Brainstorming or selecting items from a list are once again suggested as two effective techniques for eliciting ideas and predictions from students.

Reading Phase:

During this phase, the text is to be read by the students at least twice and more often if necessary. The key in planning and preparing for this stage is for teachers to provide a purpose for reading. Students need a very precise focus, a “reason” to read which can be provided through meaningful tasks which reflect the intentions of the author. During the first reading, students will be most often asked to verify their predictions. During subsequent readings, there will be a progression from global comprehension activities to more detailed ones but at no time should the learner be expected to understand very word. Rather, they should be locating only information that is essential to the completion of the assigned tasks.

Post-Reading Phase:

The primary purpose of this phase is to consolidate learning. It is at this time that learners can identify and discuss the types of strategies which aid comprehension such as mots-amis, using visuals, subtitles, etc. and which they will be able to apply to future situations. Students’ feelings about the text and their experience with it are also very useful reflections.

During this phase, a second focus might be to perform a more analytical study of the text to locate and reinforce language items previously learned. A third possible focus is to use this text to lead naturally into an oral or written production activity.
In summary, the suggested methodology for developing written comprehension skills when using an authentic document can be represented as follows:

**Pre-Reading Phase**
- Spark interest in the topic by personalizing the subject
- Provide contextual information
- Lead students to anticipate the content of the document by focusing on their previous knowledge and experience.

**Reading Phase:**
- Provide students with a purpose for reading in the form of a task
- Vary the task with each reading
- Move from global comprehension tasks to more detailed comprehension tasks.

**Post-Reading Phase:**
- Help students to reflect and discuss written comprehension strategies
- Reinforce linguistic elements where appropriate
- Use the document as impetus for a production activity where appropriate.

**Reading for pleasure:**

While written comprehension activities are designed specifically to help students develop strategies for extracting meaning from texts, it is important that elementary students be given the opportunity to naturally use their acquired strategies through reading for pleasure. Teachers are encouraged to build a resource centre in their Core French classroom which would contain a variety of written documents, magazines, and storybooks in French (See Annex 1). Students could then be encouraged to browse through these during down-time, borrow them for use during in-school silent sustained reading times or take them home overnight. Students should also be made aware of any French resources which are available for borrowing from the school or public library. It is through such individual interactions with print that students can truly use their French to do what so many of them love to do - read.
The Production Skills

A reference to language production skills encompasses both speaking (oral production) and writing (written production). Due to the complex nature of using a language for the purpose of communicating messages, production skills progress at a much slower rate than does the ability to comprehend. A common frustration for beginning Core French students is that the ideas they wish to express far surpass their linguistic capabilities. As a result, we as teachers, need to encourage elementary students to often supplement their expression of meaning through representation.

“Conveying meaning through Art, Music and Drama frees students from their linguistic limitations and permits them to represent and express the full extent of their learning in all its complexity.” (Mas et al, 1994)

Within a communicative-experiential approach, speaking and writing should both be developed in activities that have the same characteristics as real communication. The activities we offer to students must be task-based, meaningful to them, contextualized and reflect their life experiences.

Let us now turn to a more in-depth study of each of these two production skills.

Oral Production

“Students begin to speak French when they have acquired sufficient language through exposure to a rich and varied language environment - and when they have something to say.” (Curtain & Pesola, 1988)

Through constant exposure to meaningful, rich language activities throughout the second language program, students will come to experiment with the language and develop confidence in using French. Like first language learners, students will require many opportunities to listen to good language models before attempting to speak. Once they feel comfortable, they will be eager to begin to use isolated vocabulary items they have acquired to communicate with the teacher. They will begin by using strategies such as starting a sentence in French and finishing it in English until finally they are able to produce a complete French utterance suited to their intentions. As this ability emerges, teachers need to provide constant, positive feedback for all attempts so as to acknowledge and enhance the students’ desire and motivation to use the second language.
Oral Production

Classroom Survival Expressions

At the beginning of the year, teachers will often want to provide children with a number of basic expressions often referred to as “classroom survival expressions” that will enable them to interact within the classroom even when previous exposure to the language has been limited. Phrases requesting permission (Est-ce que je peux......?), requests for clarification (quelle page, je ne comprends pas, répétez, s.v.p....), words of encouragement (bravo, bonne idée...) as well as socializing vocabulary (Je m’excuse, merci, s’il-vous-plaît...), all need to be taught directly. If we wish our students to use French as the language of the classroom, time will need to be devoted to each of these categories. Classroom survival expressions are best introduced a few at a time and as each one is taught, the ideal would be to place it on the wall with an accompanying visual for easy student reference. Some teachers have found it very useful to have the students themselves create the visuals for the different expressions. Others have had students create “survival” booklets which they keep on their desk at all times.

Once the students have been exposed to the expressions, the key to ensuring their use is practice. During warm-up periods, teachers can provide students with situations to elicit appropriate expressions. For example, “mon crayon est cassé” to which students reply “Est-ce que je peux tailler mon crayon?” Of course, once the expression has been learned, teachers will need to insist on its use whenever the occasion arises naturally during class since we must recognize that it is often through such classroom expressions that first attempts at authentic communication in French are manifested. A system of recognition to encourage students to use these classroom expressions may also be helpful here.

Rich language activities

One of the most important opportunities in the classroom for the development of the oral production or speaking skills is through teacher-student interactions\textsuperscript{12}. It is natural in a second language classroom that teacher-student interactions come often in the form of questions, answers and reactions to these answers. The questioning techniques therefore chosen by the teacher can greatly influence the richness of the learning experience for the students. Researchers make a distinction between two types of questions: “Display questions” and “Reference questions”. Display questions are those to which the teacher already knows the answer such as Qu’est-ce que c’est; Quelle est la date aujourd’hui; Combien de jours y a-t-il dans le mois de septembre; etc. while reference questions are those to which the teacher does not know the answer such as Quelle est ton émission préférée; Qui joue au soccer; Combien de

\textsuperscript{12} Adapted from Tremblay, R. Plan de perfectionnement en français langue seconde, Interaction : Enseignant-e/Élèves, CEC, 1991
Oral Production

personnes y a-t-il dans ta famille etc. Display questions do not represent a form of authentic communication; they do however, allow the teacher to evaluate the students’ knowledge of French. On the other hand, reference questions lend themselves to more authentic communication since, by their very nature they refer to the experiences, interests and needs of the students. As such, the answers provided by the students can lead to further questioning thereby allowing students to provide more elaborated responses. For example, the question “Quelle est ton émission préférée?” which elicits an answer of “The Simpsons” can then be followed up with “Pourquoi? Qui est ton personnage favori? Quel soir est-ce que ça joue? etc., thus creating a true exchange of information in French. At the elementary level, it is normal that the teacher will carry the burden of the conversation but closed questions such as these can be replaced with more open-ended questions as the students progress in the language. Another advantage of reference questions is that the focus is on the transmission of a message rather than on the production of linguistically correct responses.

While both types of questions are likely to occur in all classrooms, researchers (Long and Sato, 1983) have found that teachers tend to use 80% display questions as compared to 20% reference questions. Within the parameters of this program, teachers will still want to use display questions to check student progress but are strongly encouraged to reflect on their questioning techniques to ensure that a large percentage of their questions fall into the category of reference questions which are better suited to a communicative-experiential classroom.

In addition to interacting with students through questioning, another opportunity to develop the oral production skills of our students lies in the types of activities chosen for use with the entire class. Teachers are encouraged to design activities from which they can step back and allow students to spontaneously use the language they have learned. One common strategy here is to provide students with a stimulus that will evoke the production of oral language. An example of this is to display a picture and to ask students to come up with as many words and phrases in French as they can to describe the visual. The stimulus could also come in the form of a communicative situation described to the students with the students then improvising role-plays. The popular “Hot Seat” strategy where one student goes to the front of the class and the other students ask questions would also be an example of a whole class activity that readily lends itself to developing spontaneous language use. The use of puppets has also proven very effective in this area especially at the Grade 4 level where students eagerly produce conversations in front of the class using the puppets. The range of whole-class activities appropriate to the development of the oral production skills is obviously great and a wide variety should be chosen at each grade level.
Oral Production

**Student presentations** in class represent yet another rich opportunity for students to develop and use their oral production skills. The project-oriented approach of this elementary Core French program provides a perfect context for student presentations as they are able to share their ideas and newly developed skills within a context that is significant to them. At the elementary level, the most common type of presentation will likely be a fully planned one. In some cases, students will be reading from a text they have prepared. In other cases, students will have memorized dialogue or text they have written and will therefore perform in front of the class without a text. However, to begin to develop their ability for spontaneous language use, which is the ultimate goal of any second language program, a question period should follow the presentation to allow them to attempt to use their French spontaneously within this very familiar topic area.

A third opportunity for the development of oral production or speaking skills is through **student-student interactions**. Given the fairly large student-teacher ratio found in most elementary classrooms, it is imperative to find ways to increase the amount of time individuals have to practise and use their oral French skills. Pair and small group work is one of the most effective means of increasing oral participation within the limitations of the classroom. In addition to providing all students with maximum opportunities to use language in meaningful situations, pair and small group work also offers students a smaller, safer environment where risk-taking can be encouraged. Activities designed for small groups under the umbrella of cooperative small group learning are perhaps among the most effective strategies teachers can use to develop the oral production skills of their students. (For further info on this topic, see pp. 72-76 of this guide. Also, refer to *A Core French Teacher’s Guide to Cooperative Learning*, Desrosiers, 1995 available through the Department.)
The primary aim of writing in a communicative/experiential classroom is to convey meaning, however, this must be appropriately balanced with linguistic accuracy. The types of writing with which Grades 4-6 Core French students should be involved extend from simple copying activities to the formulation of expressions and simple sentences to the individual production of short texts within the fields of experience of the program. The term “short text” is general in nature but covers a wide variety of possibilities for writing which can be exploited throughout the elementary grades. Some examples include:

- writing a descriptive paragraph to accompany a photo or illustration
- writing a greeting card
- creating a new verse for a song
- creating a collage and labelling it
- creating a poster or an ad
- creating patterned storybooks
- writing an invitation
- writing a personal letter to a pen-pal
- compiling information booklets
- writing a class letter to share with another class
- creating a brochure
- writing and performing short dialogues

The majority of these short texts will likely be produced under the umbrella of the final projects for the various units. In that situation, the suggested methodology is that of Process Writing.

Process Writing

Process writing, so prominent in elementary whole language classrooms, should be encouraged in the second language as well so as to take full advantage of skills and strategies that learners have already acquired in English. Process writing is based on the principle that children learn to write by writing and recognizes that writing is about the expression of meaning intended for a particular audience.
The use of process writing in the elementary Core French classroom is perhaps most appropriate during the realization of the final project when it involves written production. The writing process involves a series of five basic steps as follows:

1. **Pre-Writing Step:**

   This step essentially represents an initial planning stage and is critical with beginning Core French students. It is a whole-class activity where the teacher presents the activity and provides a model of the finished product in an attempt to spark excitement about the writing activity. Students are often asked, through brainstorming, to reflect upon the task, to share ideas, and to build together a bank of words and phrases which they can then use as a reference during their writing. Much student production in the area of writing especially at the beginning stages will be patterned after a model in which students adapt and personalize content. It is during this step as well that the model would be presented to the students.

2. **First Draft:**

   Once the ideas have been discussed and students have some linguistic tools at hand, they are now ready to write their first draft either individually or with a partner. Learners should be encouraged to consult dictionaries, books, banks of words as well as work completed throughout the unit. Assistance from both the teacher and other students is also available during this stage. The accent here is on the content without lingering over correctness of form. Students should also be encouraged to supplement their expression of meaning through art.

3. **Revision:**

   If necessary, it is at this point that the student prepares a second draft after consultation re content with the teacher or with other students who are peer editing using clear and simple criteria. The sense of the text as well as its adherence to the criteria of the project remain the focus at this stage.

4. **Correction:**

   It is at this stage that the student must examine his/her writing in terms of its form (i.e. grammar and spelling) and attempt to correct as many errors as possible. Teacher guidance and questioning is important at this stage and students should be referred to dictionaries, posters, linguistic models, etc. to self-correct as much as possible. Depending on the complexity of the task and the level of the language learner, it may not be possible nor desirable to correct all the errors.
5. Publication:

The student is now ready to produce the final copy of his/her work. Finding exciting and innovative ways to “publish” student work is very important with students of this age. The sharing of the final publications with fellow classmates, teachers, parents, and others as well as displaying them are significant motivational factors in the writing process.

To assist students in preparing for using the writing process within the context of Core French, opportunities for group compositions should be exploited. Some examples of purposeful writing which lend themselves well to group compositions are:

- a thank-you letter to a class visitor
- a story describing a class activity
- writing to another class in an attempt to share information
- creating a big book together.

Students can be guided through the process of producing a quality text together. All ideas and drafts would be recorded by the teacher on large chart paper and be based on the input of the entire class. Modelling of the revision and correction stages by the teacher with the assistance of the students will also aid in the development of these strategies for later independent use.
Integration of the Linguistic Code

The study of the code of the language (grammar and vocabulary) continues to play a necessary and vital role in a multi-dimensional curriculum since these are the tools that enables one to communicate effectively. The major difference, however, from previous programs is that within a communicative-experiential approach, the code of the language is not taught separately but rather integrated throughout each unit. This represents quite a different approach from previous guides and resources authorized in our Province where grammar was the driving force of the curriculum and the primary focus of classroom activities. Unfortunately, past experience has shown us that simply learning the code of the language does not lead automatically to the ability to communicate.

Attention to language skills following a communicative/experiential approach will improve the students’ comprehension of texts, will increase the accuracy of their productions and will refine their ability to communicate. The following principles are meant to guide teachers in this approach to teaching the linguistic code.

Principles underlying the integration of grammar within a communicative/experiential approach to second language learning.

1. The teaching of the linguistic code (grammar) must always have a purpose.

2. Elements of the linguistic code are never treated in isolation.

3. The students must acquire rather than learn the linguistic code.

4. The student is to be exposed to language items in a meaningful communicative context before actually analysing them.

5. Examples used during an analysis of the language must as often as possible be based on the students’ previous experience with the language.

6. Students are more apt to understand a grammatical rule if they discover it for themselves.

7. Grammar can be reinforced through the listening and reading of authentic documents.

8. A grammatical structure needs to be continually reinforced.

9. There exists numerous types of activities to reinforce grammatical structures. It is recommended to use a wide variety.
Integration of the Linguistic Code

In this program where language items are meant to be taught as an integral part of each experiential unit, the first point worthy of note is that specific language elements are chosen based on the communication needs of the learners i.e. those elements which learners need to successfully communicate their message in a given situation. While linguistic objectives are listed for the elementary level in this program (pp. 31-33), there is no predetermined order for the teaching of grammar points. Rather, it is the tasks assigned to students within a particular theme that will lead to the “logical” integration of grammar. For example, if students in a theme on Animals are asked to describe their pet, the agreement of adjectives will naturally have to become a focus. When talking about ingredients in a recipe during a unit on Food, the partitive article will logically be given attention. As second language teachers, we are very much aware that a linguistic element cannot be introduced and mastered in the same unit or even in the same grade level. This approach, therefore, acknowledges that language learning is cyclical and that the students’ ability to produce the linguistic elements will be gradually developed throughout their second language learning experience. Our role, as teachers, is to facilitate that process by being aware of the linguistic objectives of the program and by seizing each teachable moment in the context of our experiential units to introduce, reinforce and allow students to practise the tools of the language.

Once having decided the appropriate place to integrate a specific grammatical point, let us now consider an approach for its integration:

The first step to integrating a specific grammatical point is to ensure that students have been widely exposed to it in a natural, contextualized way either orally, written or both. This exposure can be as a result of teacher usage or through authentic documents (ex. books, songs). The time devoted to this exposure is variable and it is important to remember that at this point, it is only the teacher who is aware of the fact that this is a grammatical point to be worked on later. Next, at an opportune moment (right before the activity where the student would need to produce the structure to communicate), the teacher would lead students through an analysis of the structure. By referring back to language students had heard or read during the exposition period, the teacher questions the students thus leading them to reflect, to analyse the examples, to figure out the rule, to discover the pattern, etc. Now, students must be afforded the opportunity to confirm their hypotheses by looking for examples in authentic documents. Once students have “discovered” the rule, they need opportunities to practise using the language item. Practice of grammatical items can be carried out in activities ranging from passive and mechanical to activities which are meaningful and interactive. In a communicative/experiential classroom, any specific language exercises should be brief and to the point and then quickly replaced with “communicative” activities as we know them leading finally to the experiential activity of the unit. The “teaching” of this grammatical point should from this point on focus on reinforcing and rediscussing it each time it presents itself during classroom activities.
In summary:

A Model for the Integration of Grammar within a Communicative/Experiential Approach

1. Plan and identify where language elements will be integrated.

2. Expose students to the structure in question in a natural language context.

3. Analyse examples with students.

4. Verify student observations.

5. Plan a series of activities where students can use the grammatical element.

6. Continuously reinforce the structure each time the occasion arises.

Vocabulary Acquisition

In a communicative/experiential approach to second language teaching vocabulary also plays a particularly critical role. Students need to be exposed to a wide range of vocabulary such that their passive vocabulary (words they recognize) will far exceed their active vocabulary (words they produce themselves). In fact, much of the vocabulary that students encounter is not meant to be acquired as active vocabulary. The emphasis on particular words for mastery will depend largely on the situation and the interests of the students. Beyond this basic list, it is not necessary that all students learn the same vocabulary items since their personal experience and consequently communication needs differ. The key is for students to acquire those words which they need in order to communicate their intended messages.

When introducing vocabulary, it is important that the words be presented thematically and in context. As far as possible, the vocabulary should be drawn from the students’ interests and experiences. Brainstorming vocabulary with the class is an effective means of allowing students to suggest words they are interested in learning. Having students locate French words by categories in visual dictionaries or French/English dictionaries is another way to pool a bank of words which the teacher can then focus on orally. An example of this might be in a theme on celebrations, where groups would use appropriate resources to find the French words for popular activities at celebrations, types of foods which are popular at celebrations, names of different celebrations etc. It is of utmost importance at the elementary level that new vocabulary items be presented along with visual references to which the students can refer throughout the unit.
Correction of Errors

Errors are a natural, inevitable and useful part of second language learning. A general climate of friendship and encouragement in the classroom will help students accept corrections not as a personal criticism, but as a means to improving the accuracy of communication.

It is the purpose of an activity which should determine how errors are handled. In general, the more controlled the activity, the more detailed the correction should be. In open-ended communicative activities, for example, students are creating with the language and have choice over what they will say. Therefore, it is advisable to correct only those errors that hinder comprehension.

“Frequently correcting grammatical errors and interrupting to prod for accuracy tends to shift students’ attention away from the message being communicated and to inhibit their willingness to speak”. (Curtain & Pesola, 1988).

The aim of these activities is to develop fluency and the ability to cope with real language use. It is less important in these situations to be grammatically perfect than to try to get the message across. The teacher, in this situation, can make a mental note of the errors and classroom activities can later be introduced to address the concerns.

On the other hand, if an activity is somewhat more controlled and its purpose is the reinforcement of vocabulary or a language pattern, significant errors should be corrected immediately. Teachers however will need to be sensitive to the individual learner and recognize when correction is helpful and when it may inhibit risk-taking. One strategy which teachers may want to consider when students make errors in something that has been covered many times in class is to simply signal the error and encourage students to self-correct. Signalling the error may be through repetition with inflection in the voice (ex. Une crayon??) or merely a Pardon?? Such techniques will often be enough to cause students to reflect on what they have said and immediately self-correct. When necessary, classmates could be called upon to assist the student.

Indirect error correction is another strategy teachers find particularly helpful in their interactions with students. In this situation, the teacher repeats back the student’s answer with the correct form being modelled. For example,

Student:  Madame, je n’ai pas un stylo.
Teacher:  Tu n’as pas de stylo?

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13 Adapted in part from Saskatchewan Education Core French: A Curriculum and resource guide for the elementary level, 1994

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In some instances, mistakes can be minimized with prevention. If the teacher is aware that a particular point is a repeated problem, for example, *Je suis 10 ans*, a model sentence can be presented with the correct form, *J'ai 10 ans*.

Another question often raised by teachers is “How much do I correct in written productions? Do I leave errors in work I display?” These are very legitimate concerns with no “right” answer. However, as was mentioned in the section on the Writing Process (pp. 65-67), students should be guided to self-correct as many errors as possible with the aid of resources and based on their previous learning. Also, spelling errors can easily be corrected by students through the use of a dictionary. Prior to “publication”, the teacher may want to correct any flagrant structural errors as well. The displaying of student work however should always be for the purpose of recognizing the accomplishment even if it is not yet “perfect”.

Cooperative small group learning

Cooperative small group learning is a term used to describe an approach to structuring classroom activities whereby students interact with each other to learn more effectively. Research shows that “cooperative learning produces high academic achievement, more effective problem solving, increased use of higher-level thinking, more positive attitudes towards subject matter and greater motivation to learn” (J. Clarke et al, 1990). In addition, in a second language classroom, cooperative learning also serves to increase the amount of time individual students have to speak and practise the language. Pair and small group work under the umbrella of cooperative learning, therefore, can be one of the most natural and effective strategies for having students communicate in the second language classroom and for having them become more actively involved in their own learning.

Cooperative small group work is based on four basic principles which differentiates it from traditional small group work.

These are:

1. **Students work in small heterogeneous groups** - groups are kept small enough to encourage active interaction and verbal interchange (usually 2, 3, or 4 students) and are heterogeneous with respect to skill levels, genders, ethnicity and personalities.

2. **Students work in positive interdependence** - activities are structured so that the students are working towards common goals and must **work together** to achieve them.

3. **Students are accountable both as individuals and as a group** - students are responsible for individual tasks which contribute to the group goal and are also responsible for the learning of other members of the group. This principle ensures that there are no “free-riders”.

4. **Students work to develop interpersonal and small group skills as they learn together** - cooperative learning has a focus on process as well so that students acquire cooperative skills essential to collaboration. These skills are taught through modelling, direct instruction, practice and reflection.

These principles represent key elements of cooperative learning activities and teachers may want to return to them often when designing their activities.

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14 Adapted from *Together We Learn*, J. Clarke, R. Wideman, S. Eadi, 1990
Getting started with cooperative group learning

While many cooperative learning strategies can easily be adapted for use in the elementary second language program, using this approach is not without its challenges. We must recognize from the outset that learning to work cooperatively in groups is a skill in itself and students will need as much guidance in developing this skill as they do in developing their second language. The key is to go slowly.

First of all, students must understand the purpose of working in small groups in Core French. Take time at the beginning to discuss with your students the importance of group work and their experience with it in other classes. It is also critical to establish your expectations in terms of use of French as well as the basic norms of behaviour. The first activities should be carefully planned so that the work is controlled and the rate of success high. It is helpful to choose structured activities which are short, specific and concrete such as cooperative crossword puzzles, simple games, interview-type activities as well as gap activities. Begin with pairs as this allows for maximum interaction and is the most manageable from the teacher’s perspective. Only when students are comfortable and successful with pair work should larger groups be formed. Model the activity in front of the class with the students to ensure comprehension of the instructions. While students are working with their partners, use this time to walk around and closely monitor the activity. Observe, take notes, answer questions, intervene where appropriate in terms of language and behaviour, encourage praise... in short, take on a variety of roles including that of resource person, facilitator, observer and diagnostician. At the end of the group activity and follow-up, reflect as a whole class on what functioned well and why and also pinpoint areas to be worked on next time.

Assigning of roles

Once the class is comfortable with pair activities and groups of three, four or five are being used for more extensive cooperative learning activities, many teachers find it useful to assign specific roles to each group member. These roles are meant to help the students work collaboratively and successfully to complete the assigned tasks. Roles should be rotated on a regular basis among group members so that each student over the course of the year has the opportunity to develop and practise the skills required for all of the roles. In addition, in the elementary Core French classroom, it is strongly suggested that role cards be distributed which provide sample language students can use to carry out their roles. (See annex 2)
Some suggested roles are:

1. Time Manager - this student keeps the group on schedule and ensures that the work is completed within the allotted time

2. Materials Manager - this student is responsible for obtaining, distributing, and returning all necessary materials

3. Encourager - this person praises the contributions given by the different members of the group

4. Group Leader - this person ensures that everyone understands the activity and that all members participate

5. Reporter - this student presents the ideas of his/her group to the entire class

6. Secretary - this person writes down ideas given by the group

Cooperative Learning Structures

There are a number of cooperative learning techniques which have proven to be conducive to the elementary second language classroom. The following is a description of a few of those structures:

*Têtes ensemble (Numbered Heads Together):*

This technique can be very successful in encouraging students to work together to review questions and vocabulary items and results in highly on-task behaviour.

**Process:**

a) Divide class into groups of three, four, or five and assign a number to each person (1-3; 1-4; or 1-5) in the group.

b) The teacher asks a question (where possible, use a question that has more than one right answer - ex. Nommez 2 choses qui sont bleues).

c) The students in each group have a limited time (ex. 30 seconds) to literally put their heads together, to come up with an answer, and to make sure all group members know the answer.

d) The teacher calls on one student by number from each group to give the answer.
Cooperative small group learning

À toi la parole:

This technique, based on partner work is very successful in increasing the amount of time each person speaks. The types of activities which can be used with this structure are numerous. As the name indicates, it is necessary for the partners to change roles and repeat the activity.

Process:

a) Divide the class into groups of two.

b) Provide (for example) a list of questions to both students.

c) One student interviews the other and records his/her partner’s answers.

d) Reverse roles.

e) Each student reports his/her partner’s answers to the rest of the class.

Graffiti:

This technique is very similar to a brainstorming activity but is carried out in small groups. It is highly effective to verify students’ knowledge.

Process:

a) Divide the class into groups of 4 or 5 students.

b) A question or subject is written in the middle of a large sheet of paper and distributed to each group (ex. Les sports d’hiver).

c) All members write possible answers to the question on the sheet at the same time.
Cooperative small group learning

Pense-échange-partage (Think-Pair-Share)

This technique involves the whole class but allows time for personal reflection at the beginning of the activity.

Process

a) Ask the class a question and allow students a minute or two to reflect in silence.

b) Invite students to work with a partner and share their answers.

c) Combine 2 groups of partners to share their answers or what they have in common.

d) Ask a student to share the answers of the group with the class as a whole.

Talking Chips

This technique is used to promote equal participation among the members of a group. When one member of the group wishes to speak, he or she must place a chip in the middle of the table. This technique works well when students are giving opinions, organizing a project, preparing a presentation, etc.

Process

a) Distribute one to four chips of different colours to each member of the group.

b) Each time a person speaks, he or she put down a chip on the table.

c) A student with no more chips is not allowed to speak but the other students must use up all their chips.

d) The chips are redistributed and the students can begin again.

Cooperative crossword puzzles:

This technique ensures the active participation of all. It is great for practising pronunciation and for reinforcing vocabulary.
Process:

a) Divide the class into groups of 3, 4, or 5.

b) The teacher distributes prepared crosswords puzzles where each group member has the puzzle and one clue per word.

c) Each student reads out their clue for #1 horizontal.

d) Based on the different clues, the group agrees on the word and everybody fills in their own puzzle.

The choice of cooperative small group work as a strategy for the elementary second language classroom can be a powerful tool for enhancing communication and learning. Group activities can be incorporated into any part of a lesson or unit and in combination with a variety of other classroom strategies will provide for a rich communicative/experiential classroom environment conducive to effective second language learning.
Songs and Rhymes

At the elementary level, French songs and rhymes play an important role in second language learning. They serve to bring concepts and language alive for children in an enjoyable, natural manner. In addition, songs and rhymes provide an important source of culture in the second language classroom.

There exists a wide variety of great French songs and rhymes (See annex 3) from which teachers may choose. Selection will depend on a particular song or rhymes’ relevance to the field of experience being studied as well as its appeal for elementary students.

Depending on the focus of the activities chosen by the teacher, songs and rhymes can serve to:

* introduce a theme
* provide rich language exposure
* develop comprehension skills
* help students acquire the natural, rhythmic flow of language
* reinforce vocabulary and/or structures through repetition
* revisit previously taught material
* provide a model for student writing
* expose students to the French culture
* motivate students and stimulate their interest in Second language learning

As a result, in some instances, a song will be played only once or twice for the purpose of exposure, while in other instances, the song will be learned to the point where students can sing it.

The following is a sampling of strategies appropriate for use with songs for the purpose of developing comprehension skills.

- Play the song for the student using visual objects to aid comprehension of key words.

- Have students hold up visuals as they occur in the song.

- Provide the text of the song with certain vocabulary items omitted and have students fill in the missing words as they listen.

- Give the students the text of the song cut up into lines or stanzas. Students are to organize the text in its proper order as they listen to the song.
Songs and Rhymes

- Ask students to jot down any vocabulary items they could identify in the song and recreate the song together as a class.

- Choose songs which have a potential for actions and dramatizations as these will help children to remember the words and their meaning.

- Invite students to create their own stanza, using the song format as a model.

As is evident from the above strategies, teachers who do not “sing or dance” can still create powerful learning experiences for children through music. Songs can also be a way to integrate Core French with the music program in the school. Discuss possibilities for having French songs you choose reinforced by the music teacher during his/her class.

Games

Games represent one of the most natural means available for developing a context for communication with children. Among the most important guidelines for choosing games are the requirements that the game should be enjoyable, that the use of language must be inherent in the activity and that all students should be engaged at all times.

The most successful games are very simple in respect to the rules and explanations. They should flow naturally within the class period from the topics and vocabulary being worked on. Rarely should games be set apart or used as events in themselves.

A wonderful source of games available to us is the booklet “Franco-fun” by Lynn MacPherson. In addition, many publishing companies have a wide variety of games available for purchase. The physical education teacher may also be a source of ideas and the possibility of integration there should also be exploited.

See Annex_5 for revision games to start the school year.
Preparation and Presentation of Final Projects

Once students have been involved with a sufficient number of activities to build the necessary knowledge and skills required to complete the final project, the focus of the unit becomes the preparation of this project. By their very nature, some projects are more appropriately assigned on an individual basis, while others lend themselves naturally to a pair or small group effort. While for each theme, the teacher can ultimately make this decision, it is important that over the course of a school year, a balance is kept in terms of the number of individual, pair and group projects completed.

Before students begin work on the preparation of their projects, it is recommended that the example of the project which was presented to students at the outset of the unit be once again shared with them and then left in a prominent place for easy student reference. In addition, parameters, expectations and evaluation criteria must be discussed with the students. At the elementary level, it is often helpful to provide students with a check-list to which they can refer once they “believe” they have completed the requirements. The amount of class time allotted for the completion of the projects will naturally depend on the complexity of the task at hand. However, whenever possible, work which can be completed outside of class (ex. artwork) should be encouraged, thus leaving class time for working on the language component of the project, be it oral or written or both. It is expected that an average project at the elementary level would require approximately four class periods.

The importance of allowing students to present their projects should not be underestimated. First of all, sharing one’s work with an audience reinforces the focus on French as a means of communication. Secondly, it provides students with the opportunity to use their newly acquired skills and to experience a sense of accomplishment. This sense of pride will increase especially if over the course of the school year, a variety of audiences are used including classmates, other classes and invited guests. Thirdly, by presenting their projects orally, we are ensuring the development of the oral skills even if the project was primarily a written activity. Lastly, it provides the teacher with an excellent opportunity for evaluating oral competency skills.

Of course, the down-side of having students present their projects is the time factor involved, especially in large classes. While this is certainly a legitimate concern, there may be a few tricks available to us to help alleviate this problem. First of all, by ensuring that some projects during the year are pair or group efforts, one can reduce dramatically the time needed for presentations in contrast to all individual assignments. Another time-saver could be to have students choose only one or two parts of their project to present. For example, if students created a scrapbook on their family, they may be asked to just choose one or two entries to talk about. A further concern often voiced by teachers is that the other students are really only passive observers. This may be overcome if a simple comprehension grid is to
be filled out by each student during the presentations. For example, when listening to presentations on pets, students might be asked to fill in a form such as:

<table>
<thead>
<tr>
<th>Élève</th>
<th>Animal</th>
<th>Nom</th>
<th>Couleur</th>
<th>Un autre fait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeanette</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students would be required to complete the grid and hand it in to the teacher at the end of the class. Such a focus ensures active involvement and helps further the development of the students’ oral comprehension skills at the same time. Another idea is to have students provide positive feedback on the presentations to their classmates. While listening to the presentations, the other members of the class could write down two things they particularly liked and share these with the presenters.

A final suggestion for a time-saver would be to have students present only to a small group of students thus four or five presentations could be going on simultaneously. This strategy, however, has the drawback of the teacher only being able to hear some of the presentations.

Given the inherent value in having students present their projects orally in French, teachers are encouraged to experiment with these suggestions in the hope of finding a suitable solution for their particular situation.
The general language education component of multi-dimensional curriculum is integrated throughout the entire unit through teacher-guided reflective discussions on the nature of language, language learning, the relationship between language and culture as well as the role of the learners in the learning process. However, it is in this final post-activity stage of the unit that the general language education component emerges in an even more predominant way. At the end of each unit of study, students need to be allowed the time to step back and reflect upon their learning experience. The following are a number of strategies teachers may find helpful in ensuring successful reflection.

**Questioning for reflection**

One appropriate place to begin might be a whole class brainstorming activity where students recall the major activities they experienced during the unit. In the beginning grades, teachers can simplify this activity by providing students with a list of activities containing some unrelated ones and ask students to indicate those which they had done. Then through closed questioning, the students will indicate those which they particularly liked, those they found easy or difficult or even rate the various activities in order of preference. Thus the first step is to have students recall what was involved in the unit and express their personal reactions to it.

**Recognizing learning**

Another strategy for meaningful reflection is to help students recognize the progress they made during the learning experience. Students can be given the opportunity to look through the work they produced and to make a decision as to what they wish to do with their final project (school display, put it in a portfolio, share it with parents). Time must be taken to let students marvel at their accomplishments.

Some teachers have also indicated experiencing much success by having students write a class letter to parents describing their experiences with the unit. Obviously this would be carried out in English given the target audience and it serves to provide a sense of closure to the learning experience.
Self-Evaluations

To help students reflect on their work on an individual basis, self-evaluation forms which exist in many varieties can be used effectively. Language on these forms must be kept simple to ensure comprehension. Self-evaluation sheets can be included in students’ individual portfolios and used during one-on-one discussions with students regarding their progress and their efforts in French.

Discussion in English

Undoubtedly, there will be aspects of learning strategies and connections that the teacher may want to emphasize with students. These may be more appropriately treated in English. Short, planned, key discussions on a new language concept or grammar point, for example, can often serve to advance learning and contribute to the general education of the learner.
3.5 The Learning environment

3.5.1 The Elementary Student

Students in elementary Core French classrooms usually range in age from eight to eleven years. The following is an overview of the principal characteristics of children within this age group.

- Children at this age are at a maximum of openness to people and situations different from their own experience. They are naturally curious.

- They possess enormous amounts of energy and enjoy being physically active.

- Elementary students are often referred to as industrious. They are keen to learn and their imaginations are vivid. They love being involved in project work.

- They work easily with others in group situations and enjoy learning from one another. They are developing a sense of justice and concern for the rights of others.

- Around age nine, differences in maturation rates appear; girls tend to mature more quickly. This pattern continues to the end of elementary school and beyond.

- Students are becoming more sensitive to how they are perceived by their peers.

- They continue to need personalized concrete experiences as a starting point for learning and continue to benefit from learning that is embedded in context.

- Children vary in their learning styles and developmental abilities.

- They are rapidly developing their first-language skills, particularly reading and writing.

- The lives of children are strongly influenced by the modern age of media and technology. They are more literate with regards to Information Technology and understand and work within a broad definition of the term literacy.

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These characteristics of the elementary student have definite implications for second language teachers.

- Teachers should capitalize on students' natural curiosity and tolerance for differences in people and situations and devote time to activities and discussions that lead to the development of good attitudes towards the learning of French and Francophone peoples.

- Students at this level should be provided with regular opportunities to be physically active through singing, movement, games and dramatizations.

- The project orientation of a communicative-experiential approach is highly recommended.

- Teachers should attempt to alleviate pressures brought on by the students' increased sensitivity to how they are perceived by peers by creating a supportive classroom environment.

- Activities in Core French classrooms should require the active participation of students and ample opportunities to work cooperatively in small groups should be provided.

- Teachers should be aware of the obvious gap between English first-language and French second-language skills which can be a source of frustration for students. It is necessary to help them to accept that taking risks and making errors is a natural part of language learning.

- In any class, there may be extreme variations in maturity levels due to differences in age and rates of maturation. This needs to be kept in mind when selecting activities.

- To accommodate the various learning styles and developmental abilities, variety of activities is key.
First and foremost, it is the responsibility of each Core French teacher to become very familiar with the program designed for use in this province. A clear vision of the program’s objectives as well as an understanding of the communicative/experiential approach to second language learning are essential since it is these elements which provide the framework for the design of all learning activities carried out in the classroom. Careful planning and organization on the part of the teacher are key to the successful implementation of this elementary Core French program.

Within this program, the classroom becomes student-centered as opposed to teacher-centered and thus the teacher’s role will change in some respects. The teacher will continue to serve as the language model for students with their ultimate goal being to set up the conditions for meaningful communication to occur. Teachers will focus their attention on providing a rich language environment and offering a variety of appealing activities which foster real language use. As a result, the role of the teacher will be determined at any given time by the demands of the activity. These roles can include facilitator, animator, guide, instructor, diagnostician, resource person, language model etc.

It has long been recognized that the learning accomplished and the enjoyment children obtain from their Core French experience are largely dependent upon the teacher. Developing in their students a positive attitude towards the learning of French remains a highly significant role of teachers within the program. Also, ensuring the provision of a warm, supportive learning environment where encouragement and positive reinforcement are plentiful will serve to promote self-confidence and help students feel secure in experimenting with the language. Thus, teacher as motivator and encourager represent two other key roles of the Core French teacher.

Lastly, the role of the teacher as a life-long learner is certainly worthy of mention. Teachers are encouraged to continue their own professional development in the area of second language teaching. Workshops, conferences and professional reading on current issues in our field are all growth opportunities which hold much potential for us as professionals. Meeting with colleagues, be it formally or informally, also provides a wonderful avenue for discussion and sharing.
3.5.3 The Role of the Learner

As the teacher’s role is transformed and expanded, so is the role of the student. Within the communicative/experiential framework of this program, learning is viewed as a dynamic process which necessitates the active participation on the part of the learner. It is important for the students to recognize that they are ultimately responsible for their own learning. They cannot choose to be passive learners during French class but rather must be willing to accept a variety of active roles including observer, problem-solver, risk-taker, team-member, negotiator, information-processor and reflective thinker. It is the student who is actively and personally involved in all learning opportunities provided in the classroom who will ultimately succeed as a second language learner. Teachers are encouraged to spend time discussing with their students the characteristics of a good language learner to ensure that they have a clear understanding of their role and responsibilities within the Core French classroom.
3.5.4 The Second Language Classroom

The purpose of this section is to provide teachers with practical suggestions concerning the various aspects of the classroom environment which, when carefully planned, can enhance the learner's second language experience and allow for the successful implementation of a communicative-experiential approach.

The Physical Environment

It is of utmost importance that the elementary Core French classroom be functional both for the teacher and the students while at the same time providing stimulating and inviting surroundings so as to awaken the curiosity of all who enter. First and foremost, the Core French classroom must be recognizable as such...French being very much 'en évidence'. The walls of the classroom should offer a visually rich environment though not distracting. It is recommended that 'survival' classroom expressions and 'key words' be posted along with accompanying visuals so as to assist the students to communicate in French as much as possible. The labelling of classroom objects has also proven successful particularly at the Grade 4 level and posters representing aspects of French culture are also appropriate. In addition, materials which can be used throughout the year such as a calendar or birthday roster should be visually accessible by students. Lastly, yet perhaps most importantly, the classroom walls should reflect the field of experience currently under study. Vocabulary related to the theme along with an array of visuals will motivate students at the beginning of the theme and can serve as great support to students as they attempt to use these new language items. As the unit progresses, the classroom walls can be enriched with examples of students' work completed during the various activities.

Within a communicative-experiential classroom, it is imperative that interaction between learners be facilitated by the physical arrangement of the class. When organizing their classrooms, teachers need to set up desks in a way that will encourage participation, communication and cooperation among students as well as one which will allow learners to participate in different types of activities and groupings. Seating plans are recommended and experienced teachers advise that groups and configurations often need to be changed several times during the year.

N.B. Based on the above suggestions, it is obvious that the implementation of this Core French program truly requires a second language classroom if it is to be successful. The days of teachers travelling from class to class with their piles of books and AV equipment need to become a practice of the past.
The Second Language Classroom

Resources

The need for a wealth of materials in an elementary communicative-experiential Core French classroom cannot be over-emphasized. While comprehensive, authorized materials will be supplied by the Department, a resource centre should be developed in each classroom so as to ensure the rich linguistic environment needed by second language learners. Suggestions for resources include catalogues, phone books, visual dictionaries, English-French dictionaries, flyers, games, storybooks, maps, brochures, tourist guides, menus, magazines, music cassettes, picture files etc. etc. etc. The time and budget devoted to developing and finding such authentic supplementary French materials will have a significant impact on the quality and success of the program.

AV Equipment

Given the nature of this program, the requirements for AV equipment will be greater. Two indispensable pieces of equipment in the Core French classroom will quickly become an overhead projector and a cassette or CD recorder. Teachers are encouraged to make requests at school level to ensure the availability of such equipment. In addition, access to a VCR, a camcorder and computers will greatly enhance the variety of activities with which students can become involved.

Classroom Atmosphere

Ultimate success in learning to use a second language appears to depend greatly on the attitude of the learner. Given this fact, much attention needs to be paid to classroom climate especially in Core French. As in all classrooms, activities chosen must be age-appropriate, varied and respond to the needs and interests and learning styles of the children. Students need to be absorbed in learning by being actively involved, they need to experience success and to receive praise. They blossom in a supportive classroom environment which encourages respect for the opinions, feelings and problems of others and promotes group cohesiveness:

Communicative language teaching requires a sense of community - an environment of trust and mutual confidence wherein learners may interact without fear or threat of failure. (Savignon, 1983)

In such a climate of trust and security, learners will be more spontaneous, comfortable and less inhibited in expressing themselves in French. Consequently, they will become more responsible, successful second language learners.
The Second Language Classroom

A reward system for increasing motivation is also most desirable at the elementary level. Recognition and rewards can come in many shapes and sizes from participation points to special privileges. However, it seems that the most important thing is to implement some type of system to motivate students to develop a positive attitude towards the learning of French, to develop good work habits and to make an effort to use French. We must never lose sight of the fact that the achievement and attitudes of the junior high Core French student will have been powerfully influenced by his or her experience with second language learning during the elementary grades.

Displaying student work: Extending beyond the classroom walls

Children at this age love to have their efforts recognized and the displaying of their work is one of many ways to achieve this. With the project orientation of this program, student production will be at a high level. Given that most Core French teachers have multiple classes and only four walls, the displaying of student work can present a problem. However, a possible solution is to move student work out into the corridors of the school, or into the library respecting, of course, the regulations of the Fire Marshal. This practice not only resolves the problem of lack of space in the Core French room, it also brings French out of isolation. First of all, it makes a statement to students, colleagues and visitors re the importance of the French program in the school and it acknowledges students' efforts. Both students and adults are naturally drawn to displays of students' work and thus French comprehension skills are being reinforced outside of the regular class time. The quality of the work also tends to improve when students discover that it will be displayed and a sense of pride develops from doing such a good job. Invite students to help you set up the displays which will save your time and they will just love being part of it.
Multigrade classes, commonly referred to as “split-grade” classes consist of two or more grade levels that receive instruction from the one teacher during the same instructional period. Within the Prince Edward Island education system, teaching in multigrade classes is now becoming a reality in more and more schools due to low enrollments and scheduling problems. Consequently, the need to address the issue of implementing this Core French program in the context of multigrade classrooms is of utmost importance.

Over the years, Core French teachers have continuously expressed concern to administrators when faced with the necessity of delivering their program to multigrade classes and justifiably so. Given the authorized teaching materials, Core French teachers found themselves in the unfortunate position of not being able to combine the teaching of the two grade levels because of the precisely defined scope and sequence of the language structures in the program. Thus, Core French teachers struggled in vain to find ways of delivering the two programs separately. This approach necessitated increased seat-work which was in direct conflict with the strong oral focus of the program. Teachers recognized very quickly that the decrease in the time and quality of teacher-student interactions was jeopardizing the second language development of their students.

For the past number of years, administrators have been listening to these concerns and in some instances have been able to avoid multigrade classes in Core French. The French Services Division of the Department of Education recognizes that this is becoming increasingly difficult. It is hoped that many of the characteristics of the Core French program as outlined in this curriculum guide will alleviate some of the pressure and concerns and offer ways for teachers to work more successfully in multigrade classes. While no easy recipe is available, the following points may provide some guidance to teachers.

First of all, the thematic organization of a multi-dimensional curriculum allows teachers to work with one theme for both grade levels since there is no rigid pre-determined order for the teaching of the themes. The learning objectives and the evaluation criteria for the final project would need to be adjusted accordingly for each group, however most learning activities would be common to both groups. (This is now fairly common practice even in regular classrooms where teachers must adapt objectives and activities to accommodate the wide disparity of abilities of individual students). In multigrade classes, the fact that most activities would be common to both groups should alleviate the concern on the part of teachers that insufficient time is being allotted to the development of the oral skills since no requirement of “seat-work” will be imposed as all teacher-led activities would be with the whole group. The key to the implementation of this practice of course is long-term planning on the part of the school. Administrators and teachers who can map out a three year plan in terms of what combinations of classes will likely occur, will then be able to choose which themes will be taught each year.
Secondly, the organization of the commercial learning materials currently being piloted in the province (Acti-Vie) will also facilitate this approach since units are published by thematic modules as opposed to books. Therefore, a theme can literally be moved from one grade level to another without causing logistical problems. Acti-Vie also offers ideas in its teacher’s guide on how to adjust the level of difficulty of various activities. These multi-level strategies will be very useful to teachers dealing with multigrade classes.

Thirdly, recognizing that teacher time with a one-grade grouping is certainly advantageous from time to time, the methodology associated with this program will allow for that to occur. The advantages of pair and small-group work in the Core French classroom are numerous and have been treated elsewhere in this document. Therefore, teachers will be able to use these grouping strategies to find time to deal with just one grade when the need arises. The use of learning centres can also help free the teacher to work with one particular level while the other group is benefitting from listening, reading or writing activities consistent with the objectives of the theme.

While the above discussion certainly appears to point to the congruency of the Core French program and multigrade classes, one concern, however, that will remain is when the multigrade class involves a Grade 4/5 split. This situation will provide an additional unique problem since half of the class will have one year of French while the others have no previous exposure to French at all. Wherever possible, this situation should be avoided. It is also important that we acknowledge that very little research is available about the effects of multigrade classes on second language development.

Whereas a good deal of evidence has been collected which indicates that students in multigrade regular classroom programs do not suffer and sometimes even benefit from their experience compared with like-grade students in single-grade classes, comparatively little evidence is available as to whether this holds true for the Core French class. (Campbell, 1993)
3.6 Evaluation

3.6.1 Definition and Guiding Principles

Evaluation is a systematic process of gathering information about a child’s growth and development through a variety of assessment tools and then interpreting this information so as to make judgements about the student’s progress as well as to the effectiveness of the learning activities and materials. As such, evaluation is an integral component of the learning process and provides valuable information to teachers, students, parents and administrators.

The development and implementation of an evaluation component is critical to the success of any program and should adhere to the following general principles:

- Evaluation is an on-going process with information being gathered throughout the year in a systematic manner.
- Evaluation criteria must be selected in terms of the program objectives.
- Evaluation involves a collaborative teacher and student effort. Children have an important role in monitoring their own learning and development and also must be aware of the what, when and how of evaluation procedures.
- Evaluation activities should take place in the context of meaningful activities congruent with the way in which students are taught.
- The greater the variety in the forms of assessment, the more likely the evaluation will represent a true profile of the student. To obtain an accurate assessment of student learning, teachers will want to assess various facets of students’ performance.
- Evaluation is an integral part of instructional decision-making.

When making decisions about evaluation within the elementary Core French program, it is important to recall that the curriculum is now a multi-dimensional one consisting of four components: communicative/experiential, culture, language and general language education. For each syllabus, general and specific objectives have been identified. It is these objectives which form the basis not only of our teaching activities but of our evaluation activities as well. Evaluation of student learning therefore should be comprehensive, reflecting the child’s development in each area of the curriculum. Changes in the Core French teaching/learning process naturally imply changes in the evaluation process. The evaluation techniques chosen must clearly reflect our communicative, learner-centered and activity-based orientation to second language acquisition.
3.6.2 Evaluation Strategies

Within a multi-dimensional curriculum, our overall approach to evaluation should be both formative and summative in nature. Let us now consider the distinction between the two.

*Formative evaluation*:
Formative evaluation is carried out on an on-going basis, during the teaching/learning process. It is a means of assessing student progress, diagnosing strengths and weaknesses and providing feedback to both students and teachers on the effectiveness of their learning and teaching. As a result of this evaluation, the teacher is able to congratulate the students on their successes and discuss any weaknesses noted. The teacher can then modify their teaching in light of student needs. In this way, students are provided direction for future learning and are encouraged to take responsibility for their own progress.

Formative evaluation can be in the form of teacher evaluation, self-evaluation or peer evaluation. It often employs techniques and strategies such as observation of students, progress charts, questionnaires as well as tasks quite similar to classroom activities. In fact, formative evaluation is so closely linked to classroom activities that in some instances, students will not even be aware that they are being assessed. The Canadian Association of Second Language Teachers (CASLT) initiated a national project in the late 1990's to design prototypes of formative evaluation instruments in the context of a communicative/experiential approach to language learning for the three levels of instruction. The document for the elementary level, *Assessment Instruments for French as a Second Language: Beginning Level* (1998), was purchased by the Department of Education for each Core French teacher at that level. It is a valuable resource and the instruments can be easily adapted to suit your needs.

*Summative evaluation*:
Summative evaluation occurs most often at the end of a unit of study and usually involve the end project of a theme. Its primary purpose is to assess what has been learned over a period of time in relation to program objectives. This information is then summarized and reported to students, parents and educators. It is a judgement of the student’s global competence.

In view of its purpose, summative evaluation has certain points which distinguish it from formative evaluation. First of all, students are aware that they are being evaluated. Secondly, the evaluation task is the same for all the students in the class and the criteria for success is also the same. Lastly, summative evaluation measures the level of learner achievement in relation to expected outcomes. While some tasks may be quite similar whether you are using formative or summative evaluation, it is important to remember that the major difference between the two is the purpose of the evaluation.
3.6.3 Student evaluation: Types of assessment tools

Creativity in evaluation techniques
is as important
as Creativity in teaching!

The greater the variety of assessment tools we use in determining the progress of students, the more complete and accurate picture we will have of each learner. The following discussion on types of assessment tools show many of the possibilities of evaluating students within a multi-dimensional Core French curriculum. Teachers are encouraged to use as many as possible to ensure that their evaluation of each student reflects the full range of learning that is actually occurring.

I. Observation

Information concerning student participation, interest, as well as student performance in process areas such as communication, are all present in the classroom on a daily basis. Observation, therefore, is highly recommended as an important assessment tool for formative evaluation purposes. Teachers are encouraged to develop practical ways of recording such valuable information.

Everything that goes on in the classroom
provides a WINDOW on a child’s learning!

The use of checklists is suggested here for they have proven quite successful in many elementary Core French classes. As stated in the Evaluation Syllabus of the National Core French Study, “systematic observation checklists can serve a wide variety of purposes in the classroom: to register the attainment of specific objectives or to record when certain activities or assignments have been satisfactorily completed by each student; to keep track of the amount and quality of in-class participation of individual students; to rate informally the quality of their oral French during activities; to record levels of enjoyment, ... and so on.” (p. 13).

Recognizing that Core French classes are relatively short and often quite a busy place, observation checklists should be designed to focus on only a few specific items at a time. The checklist can be filled out for just three or four pre-selected students each day until the whole class is covered. In addition, the rating scale should be kept as simple as possible. An example of an observation checklist which would be appropriate for use in the elementary Core French classroom is as follows:
Example:

<table>
<thead>
<tr>
<th>Names</th>
<th>Can answer personal questions</th>
<th>Shows an interest in classroom activities</th>
<th>Takes risks with the language</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

Scale:  

1. Not to any great degree  
2. To a satisfactory degree  
3. To a high degree

Simple checklists to record the amount of individual student participation have been used successfully in some classrooms by placing the responsibility for record-keeping with the students. A student monitor is selected each day to record the number of times each student participates.

Useful observations may also be made while students are working individually or in groups. The teacher, while actively monitoring the activity, can be evaluating the appropriateness of the activity as well as student performance. Such informal assessments can often be recorded in the form of an anecdotal note.

II. Classroom Activities

In order to obtain an accurate assessment of students’ learning, teachers will want to assess various facets of students’ performance in the second language throughout the unit. Since language growth in the classroom is fostered in an integrated approach where students develop all four skills to increase comprehension and to become effective communicators in the second language, the most effective evaluation strategies to measure their progress will often be the same as the learning activities used in the classroom. Repeated activities where students demonstrate their comprehension and production abilities should be seized as possible evaluation moments. The quality of students’ performance during such activities will be measured by clearly established criteria and weighting with which teachers will then be able to record the degree to which students have been successful in their learning. It is important to choose a representative sample of classroom activities to be used for evaluative purposes. Such formative evaluation can serve to inform the teacher that re-teaching is necessary or that a particular student needs additional help.
III. Final Projects

The instructional process in a communicative/experiential classroom culminates in the performance of a task (the final project). This final project provides the opportunity for students to demonstrate their ability to communicate in French either orally, written or both. Consequently, it is also an excellent opportunity for summative evaluation. Prior to assigning the final project, the criteria for evaluation must be clearly established so that we will be measuring each student against a consistent standard. It is also essential that this criteria be communicated to the students.

IV. Quizzes and Class tests

Paper and pencil tests have always been used in Core French classrooms as a method of evaluating students’ learning and they continue to have a place within a multi-dimensional curriculum as long as they are designed to assess the true nature of second language proficiency.

Traditional tests were generally used at the end of a unit of work to check how well students had mastered particular language points. Their content was often restricted to individual items of grammar, individual vocabulary items or single sentences. Most often, these tests had very little to do with natural authentic communication in a meaningful context. Therefore, as we work diligently to provide a variety of learning experiences that will nurture communicative skills in our students, our second challenge is to test for such communication. Quizzes and class tests used throughout the unit as formative evaluation can be useful for checking student progress and making adaptations to our teaching before students arrive at the culminating point in the unit, the creation of the final project.

When designing items for pen and paper tests for use in the elementary Core French classroom, teachers will want to begin by reviewing the following important aspects of their teaching:

a) What are the objectives for this unit? (communication objectives: the 4 skills; linguistic objectives; cultural objectives; general language objectives).

b) What types of contexts have I used in the various learning activities? (Ex. In a theme on animals, the context might have been describing pets, providing descriptions of lost animals, zoo animals, inventing new animals etc.)

c) What are some of the learning activities my students have been involved with?

Adapted from Ullman, R. Evaluating for communication: A Handbook for FSL teachers, 1990
Reflecting on these elements of our teaching should spark ideas on the what and how of the test items to be developed. It is also important to ensure that the time spent on the development of the skill being tested reflect the importance awarded to it in evaluation in terms of percentage.

In keeping with the nature of the communicative/experiential approach to teaching, teachers should also keep in mind the concepts of contextualization and personalization when developing quiz or test items. Items used should be set in a context or scenario related to the theme under study. As much as possible, the examples should also relate to the students, their lives and their interests.

V. Self-evaluation

Within a multi-dimensional Core French curriculum, self-reports by students are considered to be “a valuable complement to teachers’ observations, records and to test results” (The Evaluation Syllabus, NCFS, 1990). Opportunities to self-evaluate permit students to judge for themselves their performance and to plan for improvement. Self-evaluation serves as a guide to understanding and improving their own learning strategies and skills and helps them appreciate the scope of what has been learned. Consequently, self-evaluation is highly formative in nature since its primary purpose is to facilitate and improve learning. Other benefits of self-evaluation include a greater involvement in one’s own learning and a sense of responsibility for one’s own progress; ideas highly congruent with the general language education component of our program. Self-report evaluation techniques also become particularly important when we wish to examine objectives of the program which fall into the cultural or affective domains such as student interest in learning French, student confidence, risk-taking, collaborative efforts etc. It is therefore highly recommended that students be given the opportunity in the Core French class to evaluate themselves on a regular basis.

In the elementary Core French classroom, self-evaluation activities will most often come in the form of rating scales and reflective-type discussions led by the teacher. Rating scales can be easily prepared by teachers and are used in guiding students to provide self-assessments of their performance, interests and attitudes toward learning French. A series of statements would be provided to which the student would respond along a three or five-point scale. An example of a simple rating scale at the end of a unit on Food might be:

\[
\begin{array}{c|c|c}
\hline
 & \text{un peu} & \text{assez bien} & \text{très bien} \\
\hline
\text{Je peux décrire mon sandwich favori} & & & \\
\text{Je peux nommer des aliments que je n’aime pas} & & & \\
\text{Je peux chanter une chanson en français} & & & \\
\text{Je peux lire un menu en français} & & & \\
\text{J’ai aimé cette unité} & & & \\
\text{J’aime parler français} & & & \\
\hline
\end{array}
\]

99
Scales such as this may also be modified for use after a particular activity to provide students with the opportunity to reflect on their efforts. It will of course be necessary for teachers to use as simple a language as possible, focussing on cognates, if this self-evaluation activity is to be carried out in French. At the beginning stages, teachers might simply want to read and explain the statement to the students and have them indicate their assessment with a happy or frowning face.

VI. Peer Evaluations

Having students participate in the evaluation process of their peers is also recommended within a communicative-experiential approach to language learning. Evaluating each other is known to have many benefits. It develops a sense of community and of collective responsibility; it gives learners a variety of responses to their work; it allows children to practise evaluation techniques and finally, it provides the teacher with information on how activities might be improved.

In the elementary Core French classroom, two opportunities to use peer evaluation techniques present themselves on a regular basis. The first is when students complete activities in small groups. At the end of the activity, students can be given short questionnaires on which they indicate how the members of the group performed during the activity. An example of this could be:

un peu    assez bien    très bien

Notre groupe a parlé français
Notre groupe a fini l’activité
Chaque personne a participé
Je suis content(e) de notre groupe

A second opportunity comes at the end of each theme when students present their final projects to the class. Students can be invited to offer comments, for example, to other classmates on aspects of the presentation they particularly liked. As discussed in an earlier section, this peer evaluation during presentations also helps students become more active listeners and thus illustrates the close-knit connection of the learning and evaluation process.
3.6.4 Teacher self-evaluation

Teachers are also encouraged to take time to step back and reflect on their own teaching periodically during the year. The following example is a sampling of questions that teachers might use for personal reflection at the end of a teaching unit.

1. Were the majority of my activities directly related to the “experiential goal” of the unit?
2. Was the vast majority of my talk (teacher talk) in French?
3. Did my students have the opportunity to use their French in pairs and small groups?
4. Did I offer students opportunities to hear authentic language samples related to the theme of the unit?
5. Did I offer students opportunities to read authentic language samples related to the theme?
6. Which roles did I assume during the unit?
   - instructor
   - diagnostician
   - animator
   - language model
   - facilitator
   - resource person for groups
7. Did my methods of evaluation reflect elements of a communicative-experiential approach to language learning?
8. Did I provide opportunities for students to use French to express their ideas?
9. Did I succeed in relating the theme of this unit to the students’ interests and personal lives?
10. Appropriate for their grade level, did my students improve...
    - in their knowledge of the French language and culture?
    - in their ability to comprehend oral and written French?
    - in their ability to speak and write creatively in French?
    - as second language learners?
3.7 Learning Resources

The need for a wealth of learning resources in the elementary Core French classroom cannot be over-emphasized. To meet this need, the Department of Education, as a starting point, will offer to each teacher a comprehensive set of commercial materials congruent with the philosophy and principles espoused in this document. The set of materials authorized for this province is Acti-Vie, published by Gage Canada.

The Acti-Vie materials are published in modular format and consist of 8 thematic modules per grade level. Each module contains the following materials:

- a booklet per student
- a workbook per student
- a Teacher Resource Package including:
  - lesson plans
  - supplementary activities
  - evaluation activities
- an audio-cassette and CD
- flashcards
- poster or video with certain themes

Also:
- a separate comprehensive teacher's guide to the entire program.

While Acti-Vie appears to offer a multitude of resources, the Department recognizes that no "commercial package" could possibly meet all the required needs of a well-rounded successful second language program. Efforts are ongoing to develop or find suitable materials for identified areas such as the integration of regional culture. One example is the booklet and tape Les aventure d'Albert Arsenault, developed to go with the Acti-Vie 1 module, Et maintenant...la météo.

Video series for elementary Core French have always been a priority for the Department and will continue to be so in the future. In addition to their efforts, the Department encourages schools in as much as possible and given the reality of budget constraints to continue to furnish supplementary resources to Core French teachers. A list of well-known publishing companies which sell a variety of learning resources is provided in Annex 8 for your convenience. These companies will provide catalogues to school so that teachers are aware of what is available on the market.
Learning Resources

School libraries may be yet another avenue for teachers to explore with respect to learning resources. Dual-track schools have worked very diligently over the years on their libraries to ensure that the French collection was serving the needs of its French Immersion students. Core French teachers who find themselves working in dual-track schools have a wealth of resources in terms of literature, magazines and reference books. In addition to the library, primary Immersion classes would also have a wide variety of resources which could be shared over the course of a year. Unfortunately, schools which do not house Immersion students have not, generally speaking, allocated a portion of the library budget for the purpose of purchasing French resources. Core French teachers, therefore, are encouraged to initiate discussions in this area at school level to pursue possibilities for the future. Recommended titles for children's literature, magazines, music etc. are listed in annexes in this document.

Many learning resources advocated by the communicative/experiential approach to second language learning come in the form of authentic documents (documents written by Francophones for Francophones). The acquisition of many of these documents such as catalogues, flyers, menus, greeting cards, tourist brochures, maps etc., will depend on the initiatives of individual teachers. Making contacts with federal governmental agencies and tourist bureaus for example take time and energy but hold the potential to greatly enrich the classroom resource centre and consequently provide a rich linguistic environment for students.

Finally, teachers are also encouraged to make use of the resource centres available to them for borrowing learning resources for their classrooms. St. Jean School houses the Teacher Resource Centre for the Eastern School District and currently has an excellent collection of French resources. Likewise, the Little Red School House in Summerside houses French resources as well. Other possibilities for borrowing learning resources include the Media Centre and the library at the Carrefour de l'Isle Saint-Jean located in Charlottetown.

It is by actively pursuing all of the avenues available to us that we will ensure the abundance and variety of resources necessary for a successful Core French experience for our students.
3.8 Planning

3.8.1 Time allocated to the Program

One of the critical factors influencing the development of second language proficiency is the amount of time spent in working with the language. This fact was acknowledged in the Report of the Elementary Education Committee (PEI, 1990) which made recommendations on both the entry point and the time on task for second language instruction in Prince Edward Island schools. As was stated in that report and subsequently approved by the Minister of Education, Core French instruction must begin in Grade 4 with 10% of the daily instructional time being allocated to it. This translates into a minimum of 30 minutes of Core French instruction daily at the Grades 4, 5, and 6 levels. It is important to note that this Core French program has been designed for at least that time allotment.

A number of schools in the province are currently meeting the minimum required time of 30 minutes daily of Core French and discussion is on-going with other schools. While each school faces its own unique challenges with time-tabling and personnel issues, administrators are encouraged where necessary to plan to improve the Core French situation in their respective schools in relation to time on task. A revitalized Core French curriculum with its appropriate time allotment will serve to lay a solid foundation for an improved second language experience for Core French students.
3.8.2 Yearly Planning

Within the context of this elementary Core French program, teachers will, prior to the beginning of each new school year, need to make decisions concerning the selection, sequencing and timing of the themes to be taught over the course of the year. Such decisions will result in an annual curriculum plan which should greatly facilitate the organization and delivery of the program.

It is anticipated that within this program, most teachers, with 30 minutes of instruction daily, will succeed in completing 5 authorized thematic modules per year. The materials, Acti-Vie, offer a choice of 8 themes per grade level thus providing flexibility to the teacher who teaches a combined level class. The following points are meant to raise issues which teachers will want to consider when developing their annual curriculum plan.

1. Introduction in Grade 4

At the Grade 4 level, the introduction to the learning of French as a second language is a highly important undertaking. Acti-Vie has developed a module, Découvrons notre école, with this focus in mind. The module not only sets the stage for second language learning, it also introduces students to the various types of activities with which they will be involved throughout their entire second language learning experience. For these reasons, Grade 4 teachers are strongly advised to begin the year with the unit Découvrons notre école.

2. Skill focus of final projects

Another analysis that is very important when choosing themes is the identification of the skill focus of the proposed final projects. In Acti-Vie, end-of-unit projects are diverse in nature. Some have an oral focus, others a written focus while others have an oral interaction focus (ex. drama, interviews). It is important over the course of the year that students be involved in as many different projects as possible to ensure variety and the development of all of the skill areas. In relation to the proposed final project for a theme, teachers should also reflect upon its feasibility in their particular situation. Where skill focus or feasibility presents a problem, teachers may choose to adapt the project and consequently certain activities in the unit. (phrase omitted)
3. Congruency with the Curriculum Guide

It is during this annual planning phase that teachers will want to return to the student outcomes section of this curriculum guide. By refreshing in our memory the specific outcomes for each aspect of the curriculum (communicative, experiential, language, culture and general language education), teachers will be able to compare these with the stated outcomes for the module as outlined in the objectives summary chart found at the beginning of each Acti-Vie module. This will provide yet another piece of valuable information on which to base our decisions as to the choice of thematic module.

4. Sequencing and Timing of Units

Once teachers are familiar with the modules they will deal with in a particular year, the final decisions to be made for the annual curriculum plan lie in the area of the sequencing and timing of the units. A number of factors will influence these decisions. Discussions with home-room teachers may serve to reveal unique possibilities for cross-curricular opportunities with certain themes. Secondly, the perceived level of difficulty of the various themes as well as the estimated time a particular unit will take will need to be considered. The schedule of reporting periods of the school could also come into play in our decisions.

As shown above, there is no one "right" plan for the teaching of a particular program. What is important is that teachers consider the various possibilities and arrive at a plan based on their best professional judgement that will suit their particular teaching situation in a given year.
3.8.3 Unit and Lesson Planning

Planning

Once the annual curriculum plan is in place, teachers can turn their attention to a more specific aspect of curriculum planning, that of unit planning. The following areas represent the different facets of a unit plan.

1. Final Project

Since the organizing principle of the program is that students will work within a theme towards the completion of a final project and all language learning will flow naturally from this project, the most logical place to begin the unit plan is with the final project.

Each unit in Acti-Vie suggests a final project which is stated at the beginning of the unit and explained further in the next to last lesson. Teachers need to consider the details of the final project and make any necessary adaptations to it early in the planning stage since these decisions will influence how the unit is taught.

In terms of the final project, teachers will need to clarify in their minds exactly what they will expect from students in terms of the production of the project. In doing so, the evaluation criteria for the project should also be established. Wherever feasible, teachers could create at this point their own sample project to show to students early in the unit in order to clearly establish the goal they will be working towards.

2. Unit Overview

Teachers will want to next familiarize themselves with the unit itself. This may be best achieved by studying the summary chart at the beginning of each Acti-Vie module which provides a breakdown of the unit by lessons as well as the associated learning objectives. Teachers are also encouraged to skim through the teaching notes of each lesson to get a better feel for its content.

Since it is expected that teachers will cover 5 themes in a year, attention will have to be given to the overall time available for the unit. An appropriate time frame for most units should be approximately 7-8 weeks although it is natural that a teacher's first experience with a unit will probably take a little longer than that. Therefore, at this point, teachers will need to decide which lessons and outcomes, if any, might be omitted from their treatment of the unit. The result, here, in terms of the unit plan should be a listing of the major outcomes and activities which are to be covered during the teaching of the unit.
3. **Resources**

The next series of decisions involve the choice of materials to work with throughout the unit. The nature of multi-dimensional curriculum implies resource-based learning. To facilitate the task, the Department offers *Acti-Vie* as the basic resource for the elementary Core French program; however, teachers are encouraged to integrate other suitable resources wherever appropriate. Many teachers have gathered materials relating to the various themes over the years, many of which are still well-suited to this program. In addition, any available authentic documents such as French spapers, brochures, maps etc., should also be considered for possible inclusion in the unit. Children's storybooks, videos, songs, games etc. which relate to the theme at hand should all be considered as possibilities during this initial planning phase. Naturally, in the early years of working with this program, teachers may choose to follow closely the authorized basic materials but as they become more comfortable with multi-dimensional curriculum, the possibilities for enhancing these materials are limitless.

4. **Evaluation**

As explained in Section 3.6 of this Curriculum Guide, student evaluation should be an on-going process throughout each unit of study. It is necessary, therefore, that during this unit planning stage, some thought be placed on when and how students will be evaluated. *Acti-Vie* offers numerous tools for a variety of formative and summative evaluations. In each unit, there are activities designed for the evaluation of the four skills, self-evaluation sheets, peer evaluation forms where applicable, group observation grids, final project evaluation grids as well as a summative evaluation package provided as the final lesson of the unit. Teachers are encouraged to review each of these options to determine their usefulness and then to plan an overall evaluation scheme for the unit keeping in mind that evaluation should reflect the time and emphasis devoted to the skill in class.
Lesson Planning

(The term lesson here refers to a step or series of activities in a unit and not to a daily class period)

Once an overall unit plan has been established, teachers should begin to study and prepare in detail the major components of the unit. In Acti-Vie, these major components are referred to as lessons. For each lesson in Acti-Vie, the following information is provided in the Teacher's Resource Package which should greatly facilitate the task:

- Student outcomes
- Required materials
- Additional activities
- Evaluation Activities (where applicable)
- Suggested time requirement
- Detailed teaching notes

At this point, it is important to recall the basic methodology of the program which consists of three distinct phases: The Pre-Activity Phase, The Activity Phase and The Post-Activity Phase. Each of these three phases are present in each lesson of Acti-Vie. When making choices about which activities to include, it is recommended that choices be made within a phase rather than omitting one of the three phases in its entirety.

Acti-Vie also provides quite a number of additional or supplementary activities with each unit. Many of these activities provide further skill practice in a certain area; however, given time restraints, it would be impossible to use all of these activities. Teachers may decide to use some of the activities in a learning centre, for substitutes, for individual enrichment, remedial work, etc.

Daily Planning

Daily planning is very familiar to all elementary Core French teachers and should be continued in the creative style of each individual teacher within the parameters of this program.
3.9 Communication with our partners in education

Within the school system, it is the Core French teacher(s) who best understands the value, the nature, the activities and the possibilities of the elementary Core French program being offered in his or her school. The sharing of this knowledge with all of the partners in education in an attempt to develop a broad support base for the program is critical to our work. Teachers who spend the time and effort necessary to develop this support base within the school, the educational system and the community will reap enormous benefits for the program and will overcome the isolation often felt by Core French teachers.

The following is a list of suggested activities that have proven to be highly successful for this purpose:

1. **Seize opportunities to share information about the Core French Program**

   4. Ask for time at staff meetings to be devoted to 'curriculum updates' to share themes and projects that the students are working on.

   ➔ Volunteer to give a presentation on Core French at the next Home and School Meeting.

   ➔ Look for innovative ways to provide information on the French program during 'Meet the Teacher Night' at the beginning of the school year.

   ➔ Send home a brochure to parents describing your program and seeking their support. Educate them on how they can best support you and the program. There is a brochure available from the Department of Education, *Welcome to the Elementary Core French Program*, destined for all parents of grade 4 children.

   ➔ Send home a letter to parents at the beginning of each theme. Describe the activities which will take place and suggest ways they can be of support during the theme.
Communication with our partners in education

2. Allow people to 'see' the activities and accomplishments of Core French students
   ➔ Show examples of students' work to colleagues and display the work in prominent areas of the school.
   ➔ Offer to decorate a section of the Board Office or Department of Education with your students' projects.
   ➔ Have an open-door policy so that the principal and fellow teachers can see your classes in action.
   ➔ Create occasions for home-room teachers, parents, curriculum consultants and board administrators to visit your classes and help celebrate the work of the children.
   ➔ If you have a special event happening, invite the media or submit pictures to the local paper or *La voix acadienne*.
   ➔ Build portfolios of students' work that can be shared with parents during parent-teacher interviews.
   ➔ Send home students' work and tests to be signed by parents.
   ➔ If your school has a newsletter, submit articles to ensure that Core French activities are highlighted in each issue.
   ➔ Set up a display of student work during Parent-teacher interviews.

3. Seek and share professional ideas
   ➔ Establish regular communication with the home-room teachers. Share the success stories of their classes and seek support where you are encountering problems. Inquire about the themes they will be covering in other subject areas and suggest opportunities for integration. Seek their advice on grouping strategies and techniques that work particularly well with their classes. Include them in your decision-making re special events and work together on scheduling.
Communication with our partners

➔ Make time to discuss your program with the Principal. Inform him or her of the strategies and techniques you are attempting to use. Suggest ways in which he or she can help you improve the quality and perception of the Core French Program in your school.

➔ Make a commitment to get together on a regular basis with other elementary Core French teachers. Share success stories and problem solve together.

➔ Investigate the possibilities of planning units cooperatively with colleagues, the Core French Consultant or the school Librarian.

This list is by no means exhaustive. It is meant as a starting point to stimulate creativity and above all to emphasize the need for Core French teachers to play a proactive, advocacy role in seeking the support and recognition the Core French program so rightly deserves.

The Core French Program:

Explain it! Celebrate it!

Defend it! Promote it!


Atlantic Provinces Education Foundation, 1994. Français langue seconde : Français de base 10e, 11e, 12e Programme d’études et guide d’enseignement (version provisoire)


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Les Annexes
Annexe 1
Les thèmes d’Acti-Vie autorisés pour 4-5-6

<table>
<thead>
<tr>
<th>Thèmes dans le programme d'étude</th>
<th>Grade 4 ACTI-VIE 1</th>
<th>Grade 5 ACTI-VIE 2</th>
<th>Grade 6 ACTI-VIE 2&amp;3</th>
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<tr>
<td>Moi</td>
<td>Vive l’amitié!</td>
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<td>Soyons Branchés (technologie)</td>
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<td>Nature (Science)</td>
<td>Et maintenant... la météo</td>
<td></td>
<td>L’environnement et moi Explorons l’univers</td>
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<td>Fêtes et célébrations</td>
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<td>École</td>
<td>Découvrons notre école</td>
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<td>Finis les conflits!</td>
</tr>
<tr>
<td>Alimentation</td>
<td>Bonne collation, bonne nutrition</td>
<td></td>
<td>Au café</td>
</tr>
<tr>
<td>Loisirs</td>
<td>Au jeu! Les aventures d’AV</td>
<td></td>
<td>Voici ma collection Que le spectacle commence!</td>
</tr>
<tr>
<td>Communauté</td>
<td></td>
<td></td>
<td>Bienvenue chez nous!</td>
</tr>
<tr>
<td>Activités d’hiver</td>
<td></td>
<td></td>
<td>Fêtons l’hiver!</td>
</tr>
<tr>
<td>Maison</td>
<td></td>
<td></td>
<td>Une maison pas comme les autres</td>
</tr>
</tbody>
</table>

* =les thèmes facultatifs pour les classes combinées
The following series of books are highly recommended as supplementary resources in the elementary Core French classroom.

<table>
<thead>
<tr>
<th>SERIES / PUBLISHER</th>
<th>DESCRIPTION</th>
<th>TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Série Aventure (Copp Clark Pitman Ltd)</td>
<td>Each book is sold in a package of 5 accompanied by a cassette and resource package</td>
<td>Mystère Mystère Chef Cornichon</td>
</tr>
<tr>
<td>3. Collection Imagination (Addison-Wesley)</td>
<td>Series of 18 small books sold in groups of 3. Big book format, teacher’s guide &amp; Cassettes are also available.</td>
<td>Dix kilomètres à pied Un litre de crème glacée Badaboum! Bonhomme, bonhomme! Comme moi! Une invitation Il pleut! À la ferme, à la ferme En voyage! Ainsi danse Jean-Louis J’adore la pizza Un cadeau pour mon grand-père C’est la récré! Si tu regardes... Mes affaires Jazz au zoo Grand-maman à bicyclette Des insectes partout!</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>7. Magazine : Bonjour (Mary Glasgow; Scholastic)</td>
<td>The first magazine in this French from France series is published 4 times per year along with cassette, cahier and teaching notes.</td>
<td></td>
</tr>
<tr>
<td>8. Magazines : Voilà C’est facile (The Resource Centre)</td>
<td>The first two levels in this French from France series are published 8 times per year.</td>
<td></td>
</tr>
</tbody>
</table>
Annexe 3

L’apprentissage coopératif - les rôles / Cooperative Small Group Learning

Assigning roles to ensure interdependence

One way of ensuring that students work collaboratively and successfully during small group work is to assign specific roles to each group member.

The following pages are samples of role cards which can be cut out, laminated and distributed to students during group work. Note that the visual will serve to remind students of their role and the sample language which is meant to be on the reverse side will provide them with the key phrases they can use to carry out their role.

Further information on Cooperative Learning

Teachers are reminded that a document entitled A Core French Teacher’s Guide to Cooperative Learning, compiled by Nancy Desrosiers, is available from the Core French Consultant at the Department.
RAPPORTEUR

MONITEUR DE TEMPS
ENCOURAGEUR

MONITEUR DE MATÉRIAUX
RAPPORTEUR

Tu présentes les réponses de ton groupe à la classe.

Expressions à utiliser :
- Voici les idées de notre groupe...
- C’est tout!

MONITEUR DE TEMPS

Tu fais attention à l’heure.

Expressions à utiliser :
- Nous avons _____ minutes/secondes.
- Il reste _____ minutes/secondes.
- Vite, vite.
**SECRETaire**

Tu écris l'information pour ton groupe.

Expressions à utiliser:
- Répète s'il te plaît.
- Parle plus lentement.
- Pardon.
- Comment s'écrit ?
- Comment dit-on en français?

---

**Monitor de Bruit**

Tu vérifies que chaque membre du groupe parle à voix basse.

Expressions à utiliser:
- Il y a trop de bruit!
- Chut!
- Baisse la voix.
- Merci
PERSONNE QUI ENCOURAGE

Tu encourage chaque membre du groupe.

Expressions à utiliser :

- C'est une bonne idée.
- C'est une bonne réponse.
- J'aime cette idée.
- Excellent, fantastique, bravo, très bien!
- Essaie, vas-y.

MONITEUR DE MATÉRIAUX

Tu cherches le matériel.

Tu distribues le matériel.

Tu ramasses le matériel à la fin de l'activité.

Expressions à utiliser :

- C'est pour toi!
- Voici notre matériel.
- Voici les feuilles, les crayons, les dictionnaires.
- Merci
Annexe 4

La musique, les vidéos et les logiciels / Music, Videos and Computer Programs

At the elementary level, language learning through music, videos and computer software should be considered an integral part of the Core French program. The following materials are highly recommended to supplement the authorized materials in each of these three areas.

La musique

<table>
<thead>
<tr>
<th>Singer</th>
<th>Name of Cassette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandre</td>
<td>Une salade de fruit</td>
</tr>
<tr>
<td></td>
<td>La danse de couleurs</td>
</tr>
<tr>
<td>Jacquot</td>
<td>C’est incroyable</td>
</tr>
<tr>
<td></td>
<td>On chante et on bouge</td>
</tr>
<tr>
<td>Édouard et Micha</td>
<td>Crééons avec Édouard et Micha</td>
</tr>
<tr>
<td>Carmen Campagne</td>
<td>Une voie pour les enfants</td>
</tr>
<tr>
<td>Matt Maxwell</td>
<td>Comment ça va?</td>
</tr>
<tr>
<td></td>
<td>Quand tu seras grand</td>
</tr>
<tr>
<td></td>
<td>Veux-tu danser?</td>
</tr>
<tr>
<td></td>
<td>Le loup du nord</td>
</tr>
<tr>
<td></td>
<td>Galaxie</td>
</tr>
<tr>
<td></td>
<td>Créer un monde de paix</td>
</tr>
<tr>
<td>Suzanne Pinel</td>
<td>Marie-Soleil</td>
</tr>
<tr>
<td></td>
<td>Une journée avec Marie-Soleil</td>
</tr>
<tr>
<td></td>
<td>L’album de Marie-Soleil</td>
</tr>
<tr>
<td></td>
<td>Une girafe à l’école</td>
</tr>
<tr>
<td>Charlotte Diamond</td>
<td>Qu’il y ait toujours le soleil</td>
</tr>
<tr>
<td>Tanglefoot</td>
<td>J’ai des amis</td>
</tr>
</tbody>
</table>

Other options for music

- Franco-fun (livret) de L. MacPherson
- Chansons et comptines de T. Lacroix et É. Pasetka

Les vidéos
- *Téléfrançais* is a series of 30 ten minute programs on 3 video cassettes. Fifty-five copies of the series were purchased for the elementary schools but no further purchases are permitted. If you have a copy in your school, the public viewing rights have been purchased and you are free to show it to your students.

- The Media Centre in Charlottetown also has a French video collection from which teachers can borrow. Some suggested titles are:

  “*Le fin mot de la chose*” (Série Ici Radio-Canada)  
  19 minutes (genre Sesame Street)

Série Contes Oraux :  
“*Les collections*” (Un peu jeune comme série mais pour la 4e année, c’est possible avec certains groupes; chaque conte est de 5 à 8 minutes)  
“*Le jeu des couleurs*”  
“*Sandwich au jambon*”  

*Le Chandail* (10 minutes)  
Bon pour un thème sur les sports en 5e année.

- The Resource Centre at St. Jean School and Little Red School House also have some videos available. The video kit *Muzzy* is highly recommended for Grades 4 & 5 Core French students.

- The series *Rigolécole* by TV Ontario was purchased by the province; one copy per school.

**Les logiciels**

1. *Print Shop Deluxe : version française* Five licenses were purchased for each elementary school.

2. *Mon premier dictionnaire super génial Nathan* (CD Rom provided to all schools by the Department)


4. *All in one language fun!* (Originally called Introductory Games in French from Syracuse University) A CD Rom program with 27 familiar games designed to teach and reinforce basic vocabulary. Available for purchase from Tralco Educational Services.
Annexe 5

Les jeux et les activités pour commencer l’année / Games and Activities to Start the Year

Idées de révision au début de l’année (5e et 6e année)

- Demande aux élèves de nommer les thèmes qu’ils ont fait l’année précédente ainsi que les projets.
- Fais un inventaire de la salle de classe.
- Stratégies : Avec les cartes-éclairs des stratégies, fais une révision des stratégies que les élèves peuvent utiliser pour comprendre dans la classe de français.
- Demande aux élèves leurs chansons favoris de l’an passé et les chanter avec eux.
- Pratiquer les expressions de la classe

Jeux

- C’est quoi mon dessin? L’enseignant fait des dessins au tableau et les élèves devinent le mot ou la phrase.
- Bonhomme pendu. L’enseignant pense à une phrase et met des tirets au tableau pour représenter chaque lettre dans la phrase. Les enfants devinent des lettres pour trouver la phrase mystère.
- Le mime. L’enseignant mime des expressions en français et les élèves les devinent.
- Jeu coopératif : Têtes ensemble. L’enseignant pose une question. En groupes, les élèves ont une minute pour se consulter et trouver la réponse. L’enseignant demande à un élève au hasard.
- Pense-Échange-Partage. L’enseignant pose une question ouverte avec différentes possibilités de réponses. Chaque élève pense à une réponse tout seul, ensuite il partage sa réponse avec un partenaire et puis toute la classe partage leurs réponses.
- Tempête d’idées. Les élèves travaillent en groupes de 4. Chaque groupe a 4 feuilles de papier avec un thème différent écrit en haut de chaque page. Chaque élève a une minute pour écrire les mots qu’il connaît qui sont associés avec le thème. Après une minute, les feuilles s’échangent.
- Jeu de l’alphabet. L’enseignante écrit des catégories au tableau, par exemple les passe-temps, les collections, les couleurs etc. Elle a un paquet de cartes avec une lettre de l’alphabet sur chaque carte affiché sur le tableau. Elle indique une catégorie et les élèves doivent nommer un mot de cette catégorie qui commence avec une lettre sur le tableau. Avec une réponse correcte, l’élève garde la carte avec la lettre.
- Voyageur. Deux élèves commencent : l’un dans sa chaise et l’autre debout derrière lui. On les montre une carte éclaire (Strategy Cards) et la première personne à l’identifier correctement en français voyage à la prochaine personne. L’élève qui perd reste dans la chaise ou il se trouve. L’élève qui voyage le plus loin gagne.
**Guerre des clans (Family Feud) 5e année**

Pour ce jeu, on peut diviser la classe en deux. On nomme la catégorie pour les élèves et ils essayent de deviner les 5 réponses les plus populaires. L’équipe reçoit les points indiqués pour chaque réponse.

*Découvrons l’école :*

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les objets dans un sac d’école</td>
<td>un crayon 5</td>
</tr>
<tr>
<td></td>
<td>une gomme 10</td>
</tr>
<tr>
<td></td>
<td>un cahier 15</td>
</tr>
<tr>
<td></td>
<td>un livre 20</td>
</tr>
<tr>
<td></td>
<td>des ciseaux 25</td>
</tr>
<tr>
<td>Les endroits dans l’école</td>
<td>un gymnase 5</td>
</tr>
<tr>
<td></td>
<td>des toilettes 10</td>
</tr>
<tr>
<td></td>
<td>un bureau 15</td>
</tr>
<tr>
<td></td>
<td>la cour 20</td>
</tr>
<tr>
<td></td>
<td>une bibliothèque 25</td>
</tr>
<tr>
<td>Les objets dans la salle de classe</td>
<td>une chaise 5</td>
</tr>
<tr>
<td></td>
<td>une porte 10</td>
</tr>
<tr>
<td></td>
<td>un tableau 15</td>
</tr>
<tr>
<td></td>
<td>une fenêtre 20</td>
</tr>
<tr>
<td></td>
<td>un ordinateur 25</td>
</tr>
</tbody>
</table>

*Bonne fête à tous! :*

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les souhaits</td>
<td>Bonne fête! 5</td>
</tr>
<tr>
<td></td>
<td>Bon anniversaire 10</td>
</tr>
<tr>
<td></td>
<td>Félicitations! 15</td>
</tr>
<tr>
<td></td>
<td>Chère Mélanie... 20</td>
</tr>
<tr>
<td></td>
<td>Tu as 9 ans! Bravo! 25</td>
</tr>
<tr>
<td>Les mois les plus populaires</td>
<td>septembre 5</td>
</tr>
<tr>
<td></td>
<td>octobre 10</td>
</tr>
<tr>
<td></td>
<td>décembre 15</td>
</tr>
<tr>
<td></td>
<td>juillet 20</td>
</tr>
<tr>
<td></td>
<td>juin 25</td>
</tr>
<tr>
<td>Les numéros les plus chanceux</td>
<td>trois 5</td>
</tr>
<tr>
<td></td>
<td>huit 10</td>
</tr>
<tr>
<td></td>
<td>quatorze 15</td>
</tr>
<tr>
<td></td>
<td>seize 20</td>
</tr>
<tr>
<td></td>
<td>vingt-neuf 25</td>
</tr>
</tbody>
</table>
**Guerre des clans (Suite)**

**Souvenirs de ma famille :**

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les membres de la famille</td>
<td>mère 5</td>
</tr>
<tr>
<td></td>
<td>père 10</td>
</tr>
<tr>
<td></td>
<td>frère 15</td>
</tr>
<tr>
<td></td>
<td>soeur 20</td>
</tr>
<tr>
<td></td>
<td>tante 25</td>
</tr>
</tbody>
</table>

**Logos-Animaux :**

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les animaux les plus populaires</td>
<td>le chat 5</td>
</tr>
<tr>
<td></td>
<td>le chien 10</td>
</tr>
<tr>
<td></td>
<td>le cheval 15</td>
</tr>
<tr>
<td></td>
<td>la baleine 20</td>
</tr>
<tr>
<td></td>
<td>la chouette 25</td>
</tr>
</tbody>
</table>

| Les descriptions d’un lion | grand 5 |
|                           | fort 10 |
|                           | courageux 15 |
|                           | intelligent 20 |
|                           | gros 25 |

**Et maintenant..la météo :**

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quel temps fait-il?</td>
<td>Il fait du soleil 5</td>
</tr>
<tr>
<td></td>
<td>Il neige 10</td>
</tr>
<tr>
<td></td>
<td>Il pleut 15</td>
</tr>
<tr>
<td></td>
<td>Il fait froid 20</td>
</tr>
<tr>
<td></td>
<td>Il fait du vent 25</td>
</tr>
</tbody>
</table>

| Les vêtements populaires | un t-shirt 5 |
|                         | des shorts 10 |
|                         | une tuque 15 |
|                         | un coupe-vent 20 |
|                         | un imperméable 25 |
Bingo des questions - 5e année

Les élèves jouent en petits groupes. Chaque groupe a un dé. Les numéros sur le dé correspondent aux questions. Quand un élève lance le dé, il répond à la question et il coche cette question. C’est maintenant le tour au prochain élève. Le but du jeu est d’être le premier à répondre à toutes les questions.

**Jeu A**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Combien de frères as-tu?</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Quel temps fait-il aujourd’hui?</td>
<td>5</td>
</tr>
</tbody>
</table>

**Jeu B**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nomme 3 choses dans ton sac d’école.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Quelle est la date de Noël?</td>
<td>5</td>
</tr>
</tbody>
</table>

**Jeu C**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quel âge as-tu?</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Dans l’école, où est-ce qu’on joue au badminton?</td>
<td>5</td>
</tr>
</tbody>
</table>
### Jeopardy 5e année

<table>
<thead>
<tr>
<th>École</th>
<th>Famille</th>
<th>Bonne fête</th>
<th>Animaux</th>
<th>Météo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qui est le directeur de notre école?</td>
<td>Comment s’appelle ta mère?</td>
<td>Quel âge as-tu?</td>
<td>Quel animal est le logo pour “Honey Nut Cheerios”?</td>
<td>Quel temps fait-il aujourd’hui?</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Combien de pupitres est-ce qu’il y a dans la classe?</td>
<td>Il y a combien de personnes dans ta famille?</td>
<td>À quelle date est ton anniversaire?</td>
<td>Quel est ton animal préféré?</td>
<td>Quel temps fait-il en hiver?</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Où dans l’école est-ce qu’il y a beaucoup de livres?</td>
<td>Qui est la mère de ma mère?</td>
<td>À quelle date est l’Hallowe’en?</td>
<td>Nomme un animal qui est gros.</td>
<td>Nomme un météorologue à la télé.</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>C’est un objet pour couper le papier?</td>
<td>Nomme une célébration en décembre.</td>
<td>Un jeu qu’on joue à un party.</td>
<td>Nomme un animal qui est petit. Mickey est un exemple.</td>
<td>Qu’est-ce qu’on porte quand il fait chaud?</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Demande une question...tu as soif!</td>
<td>Nomme une activité sportive.</td>
<td>Un souhait!</td>
<td>Comment est le cheval?</td>
<td>Quelle est ta saison préférée?</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
**Guerre des clans (Family Feud) - 6e année**

Pour ce jeu, on peut diviser la classe en deux. On nomme la catégorie pour les élèves et ils essayent de deviner les 5 réponses les plus populaires. L’équipe reçoit les points indiqués pour chaque réponse.

<table>
<thead>
<tr>
<th>Catégories</th>
<th>Réponses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>VOICI MA COLLECTION</em></td>
<td></td>
</tr>
<tr>
<td>les collections</td>
<td>des cartes de sport 5</td>
</tr>
<tr>
<td></td>
<td>des disques compacts 10</td>
</tr>
<tr>
<td></td>
<td>des vidéos 15</td>
</tr>
<tr>
<td></td>
<td>des animaux en peluche 20</td>
</tr>
<tr>
<td></td>
<td>des auto-collants 25</td>
</tr>
<tr>
<td>les provinces au bord d’un océan</td>
<td>Nouveau-Brunswick 5</td>
</tr>
<tr>
<td></td>
<td>Île-du-Prince-Édouard 10</td>
</tr>
<tr>
<td></td>
<td>Nouvelle-Écosse 15</td>
</tr>
<tr>
<td></td>
<td>Terre-Neuve 20</td>
</tr>
<tr>
<td></td>
<td>Colombie Britannique 25</td>
</tr>
<tr>
<td><em>TOUS DES CHAMPIONS</em></td>
<td></td>
</tr>
<tr>
<td>les sports d’hiver</td>
<td>le hockey 5</td>
</tr>
<tr>
<td></td>
<td>le ski 10</td>
</tr>
<tr>
<td></td>
<td>le patinage 15</td>
</tr>
<tr>
<td></td>
<td>le bobsleigh 20</td>
</tr>
<tr>
<td></td>
<td>le surf des neiges 25</td>
</tr>
<tr>
<td>les sports d’été</td>
<td>le base-ball 5</td>
</tr>
<tr>
<td></td>
<td>le cyclisme 10</td>
</tr>
<tr>
<td></td>
<td>la natation 15</td>
</tr>
<tr>
<td></td>
<td>la course à pied 20</td>
</tr>
<tr>
<td></td>
<td>l’aviron 25</td>
</tr>
<tr>
<td>Les sites sportifs</td>
<td>la piscine 5</td>
</tr>
<tr>
<td></td>
<td>le gymnase 10</td>
</tr>
<tr>
<td></td>
<td>le stade 15</td>
</tr>
<tr>
<td></td>
<td>le terrain 20</td>
</tr>
<tr>
<td></td>
<td>la patinoire 25</td>
</tr>
</tbody>
</table>
AU CAFÉ

des aliments au café

- des sandwiches 5
- des muffins 10
- de la tarte 15
- des biscuits 20
- du gâteau 25

des boissons au café

- du café 5
- du chocolat chaud 10
- du lait 15
- de la limonade 20
- de l’eau 25

les éléments d’un café

- la musique 5
- le décor 10
- les clients 15
- le service 20
- l’ambiance 25

QUE LE SPECTACLE COMMENCE!

Catégories

Un spectacle de magie

- un magicien(ne) 5
- un assistant(e) 10
- un tour de magie 15
- un volontaire 20
- un spectateur 25

VIVE L’AMITIÉ

Les caractéristiques physiques

- les cheveux bruns 5
- les yeux bleus 10
- les cheveux blonds 15
- Les yeux verts 20
- les cheveux roux 25

Les traits de personnalités

- comique 5
- timide 10
- sérieux/sérieuse 15
- dynamique 20
- sociable 25

Les qualités d’un bon ami

- poli(e) 5
- encourageant(e) 10
- généreux/généreuse 15
- gentil(le) 20
- compréhensif/compréhensive 25
Bingo des questions

Les élèves jouent en petits groupes. Chaque groupe a un dé. Les numéros sur le dé correspondent aux questions. Quand un élève lance le dé, il répond à la question et il coche cette question. C’est maintenant le tour au prochain élève. Le but du jeu est d’être le premier à répondre à toutes les questions.

Jeu A

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Tu as les cheveux de quelle couleur?</td>
<td>Qu’est-ce que tu collectionnes?</td>
<td>Quel est ton sport d’été préféré?</td>
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Jeu B

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<tr>
<td>Tu as les yeux de quelle couleur?</td>
<td>Qu’est-ce que tu aimes prendre au café?(boisson)</td>
<td>Quel est ton passe-temps préféré?</td>
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<td>6</td>
</tr>
<tr>
<td>Quelle est ta couleur préférée?</td>
<td>Quel est le site sportif du base-ball?</td>
<td>Nomme 3 provinces au Canada.</td>
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Jeu C

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quel âge as-tu?</td>
<td>Qu’est-ce que tu aimes prendre au café? (aliment)</td>
<td>Quel est ton sport d’hiver préféré?</td>
</tr>
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# Jéopardie

<table>
<thead>
<tr>
<th>Amitié</th>
<th>Jeux olympiques</th>
<th>Au café</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nomme un ami ou une ami.</td>
<td>Quel est ton sport olympique préféré?</td>
<td>Quelle est ta boisson préférée?</td>
<td>Qu’est ce que tu collectionnes?</td>
</tr>
<tr>
<td></td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>Tu as les yeux de quelle couleur?</td>
<td>De quelle couleur est le drapeau canadien?</td>
<td>Nomme un café à l’Île du Prince Édouard</td>
<td>Combien d’objet est-ce qu’il y a dans ta collection?</td>
</tr>
<tr>
<td></td>
<td>10</td>
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<td>10</td>
</tr>
<tr>
<td>Qu’est ce que tu aimes jouer?</td>
<td>En quel sport est-ce que Elvis Stojko participe?</td>
<td>Nomme 2 aliments possibles sur le menu d’un café?</td>
<td>Où est-ce que tu ranges ta collection?</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Qu’est-ce que tu aimes faire?</td>
<td>Nomme un athlète canadien qui a une médaille d’or.</td>
<td>Comment est le service à un café?</td>
<td>Nomme un musée où on présente des collections.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Nomme 2 traits de personnalités.</td>
<td>Où sont les Jeux Olympiques en 2002?</td>
<td>Comment est-ce qu’on crée une ambiance?</td>
<td>Où est le Louvre?</td>
</tr>
<tr>
<td></td>
<td>25</td>
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</tr>
</tbody>
</table>
## Jéopardie - Réponses prévues

<table>
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<tr>
<th>Amitié</th>
<th>Jeux olympiques</th>
<th>Au café</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nomme un ami ou une ami.</td>
<td>Quel est ton sport olympique préféré?</td>
<td>Quelle est ta boisson préférée?</td>
<td>Qu’est ce que tu collectionnes?</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Tu as les yeux de quelle couleur?</td>
<td>De quelle couleur est le drapeau canadien?</td>
<td>Nomme 2 aliments possibles sur le menu d’un café?</td>
<td>Combien d’objet est-ce qu’il y a dans ta collection?</td>
</tr>
<tr>
<td>10</td>
<td>rouge, blanc</td>
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</tr>
<tr>
<td>Qu’est ce que tu aimes jouer?</td>
<td>En quel sport est-ce que Elvis Stojko participe?</td>
<td>Nomme un café à l’Île du prince Édouard.</td>
<td>Où est-ce que tu ranges ta collection?</td>
</tr>
<tr>
<td>15</td>
<td>le patinage artistique</td>
<td>Grabba Java, Beanz</td>
<td>15</td>
</tr>
<tr>
<td>Qu’est-ce que tu aimes faire?</td>
<td>Nomme un athlète canadien qui a une médaille d’or.</td>
<td>Comment est la service à un café?</td>
<td>Nomme un musée où on présente des collections.</td>
</tr>
<tr>
<td>20</td>
<td>Dave MacEachern, Donovan Bailey</td>
<td>agréable</td>
<td>Le musée acadien</td>
</tr>
<tr>
<td>Nomme 2 traits de personnalités.</td>
<td>Où sont les Jeux Olympiques en 2002?</td>
<td>Comment est-ce qu’on crée une ambiance?</td>
<td>Le musée à Montague</td>
</tr>
<tr>
<td>25</td>
<td>Sault Lake City</td>
<td>musique, décorations, décor</td>
<td>25</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
Addition
En hiver, je fais du surf des neiges et ____________________.
En hiver, elle fait du ski et ____________________.
En été, il fait de la natation et ____________________.
En été je joue au base-ball et ____________________.
Moi, je collectionne des cartes de sports et ____________________.
Mon ami, Jean-Marc, est gentil et ____________________.
Mon amie, Nicole, est gentille et ____________________.
Je suis dynamique et ____________________.
Elle est douée en science et ____________________.
Alors, je vais prendre des biscuits à l’avoine et ____________________.

Soustraction
Enlever les variétés
Comme dessert, il va prendre du gâteau aux bleuets et un muffin aux brisures de chocolat.

Enlever le lieu
Il fait du ski sur la piste de ski alpin.
Elles jouent au base-ball sur le terrain de base-ball.

Enlever l'équipement
Il joue au base-ball avec une balle et un bâton.
Elle fait du cyclisme avec une bicyclette.

Substitution
J’ai les yeux verts.
Il a les cheveux bruns.
Mon amie est douée en musique.
Mon ami Jean-Marc est sociable et intelligent.
J’aime collectionner des auto-collants.
Mon passe-temps préféré est magasiner.
Il y a 30 objets dans ma collection.
Vous êtes prêts à commander? Oui, moi je vais prendre du chocolat chaud.

Transformation
l'affirmative à la négative
J’aime le café. Je n’aime pas le café.
les adjectifs masculins et féminins
Il est intelligent. Elle est intelligente.
changer à une question
Marie joue au soccer. Est-ce que Marie joue au soccer?
Maintaining French as the main language of communication with your students can be very challenging. It can become particularly problematic when using new materials for the first time and when presenting a new concept. There are many little tricks which Core French teachers use instinctively to ensure students’ comprehension, and there are other strategies which necessitate more planning. The following is a list of strategies to avoid the “pitfall” of lapsing into English with your students.

1. **Use cognates whenever possible.** That is to say, make a conscious effort to use words that are similar in French and English. If, for example, you are talking with your students about animals, cite animal names that are similar to their English counterparts. (ex. *un lion, un éléphant, un tigre, une girafe, un zèbre* etc.)

2. **Provide examples of new vocabulary words that come from students’ experiences.** If you use the word “magasin” for example, name a store and ask students to give other local examples. (ex. *Zellers est un magasin. Qui peut nommer un autre magasin? Oui, c'est correct. K-Mart est un magasin aussi.*

3. **Express words or expressions in different ways using alternate phrases or synonyms.** If, for example, you want students to name some individual sports, you might say, “*Qui peut nommer un sport individuel? Un sport qui se fait avec une personne.*”

4. **Pantomime instructions that you want students to follow.** If you want students to take out their books, mime this gesture as you say “*Prenez vos livres.*”

5. **Standardize certain gestures to accompany classroom commands.** Make a sweeping palms-up hand motion, for example, for “*Levez-vous!*” and a sweeping palms-down hand motion for “*Assseyez-vous*”.

6. **Routinize classroom activities.** Students will associate certain expressions with classroom routines. Students will come to understand, for instance, from experience that you are checking to see which groups are ready to begin class if you ask at the first of each class, “*Quels groupes sont prêts pour commencer?*” while holding up your sheet of reward points.

7. **Hold up concrete objects to aid comprehension.** If you want to tell students that they are going to listen to a song on a cassette, hold up the cassette cover and say, “*Vous allez écouter une chanson sur la cassette.*”

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**Annexe 6**

**Stratégies pour parler en français / Strategies for remaining in French**

Nancy Desrosiers, Western School Board
8. **Refer to visuals.** Many commercial programs come with sets of flashcards. These can be used effectively to avoid using English. A flashcard with a heart and a check mark can be referred to when asking students if they like something while a flashcard with an heart and an X can be used to ask students if they don’t like something. (ex. *J’aime. Je n’aime pas.*)

9. **Be expressive and exaggerate your facial expressions to get your meaning across.** With a pained expression on your face and your hands over your ears, you might say, for example, “*Il y a trop de bruit dans la classe!*”

10. **Dramatize scenarios.** Think out loud in French. Students will join in the game. If you can’t find your book say, “*Où est mon livre? Je ne peux pas trouver mon livre. Ce n’est pas sur mon bureau. Le voilà sur l’étagère.*”

11. **Personalize content.** If, for example, you are giving a lesson on personality traits, use characters from popular sitcoms as examples. (ex. *Comment est Joey sur Friends? Est-ce qu’il est tranquille? Est-ce qu’il est énergique?*)

12. **Use maps and diagrams to get across meaning.** If you are teaching a lesson on rooms in the school, prepare a floor plan of your school. Point to the different rooms on the map and identify each. (ex. *C’est le gymnase.*)

13. **Draw stick figure pictures on the board.** In a pinch, you may want to draw a picture on the board to illustrate a vocabulary word unfamiliar to students. If you are not a great artist, make a joke to students, “*Je ne suis pas artiste. Je suis professeur!*”

14. **Use graphic organizers to aid in comprehension.** If you are doing a unit on food, write the three meals of the day at the top of chart paper. Ask students, for example, “*Est-ce qu’on mange des céréales pour le petit déjeuner, le déjeuner ou le souper?*”

15. **Provide a language model.** When asking questions, it is often useful to provide a written model on the board where students can substitute in their own information. For instance, when asking students their age, write on the board, “*J’ai ___ ans.*” Say your age while referring to the language model, then prompt students to say the answer filling in their own age. Or, you may call upon a student who is strong in French and have him or her to provide the language model.

16. **Provide alternate answers and have students pick their answer.** For example, when asking about the weather say, “*Quel temps fait-il aujourd’hui? Est-ce qu’il fait du soleil? Est-ce qu’il neige? Est-ce qu’il pleut?*”

17. **Use an acetate in presenting instructions on how to do a workbook page.** Copy the workbook page onto an acetate. Do a couple of examples on the acetate as students follow along. Then assign the page. You may want to use the same acetate to correct the work orally with the class.
18. **Write out the steps for playing a game on chart paper.** Illustrate some of the steps with simple drawings and go over each step with students.

19. **Demonstrate a game or activity first using volunteer students.** Provide one group of students with the materials for a game or activity and have them demonstrate the game or activity for the class.

20. **Provide role cards to students when explaining group work.** Role cards should show a picture and a brief description of the main task of each group member.

21. **Show completed projects when describing a final project that students are to complete.** If, for example, students are to make a Valentine card for a friend, hold up a model of a card you have made and/or cards other students have made. When students are to do oral presentations, it is useful to show a videotape of oral presentations done by a class in a previous year.

22. **Post the steps in completing a final project.** Go over each step with students and refer to your checklist as you begin each step. Students will understand what they will be doing and you won’t have to give a long explanation in English.

23. **Provide a written reference of any formal oral presentation you give.** For example, if you give a presentation on your favourite sport, write up your text on chart paper and refer to it. The additional written text will aid in comprehension of the oral presentation.

24. **Use vocabulary and structures familiar to students.** That is to say, make a conscious effort to use words and expressions students have already learned in another context. Not only will this facilitate comprehension, but students will see how a word is used in different contexts. Train students to listen for words they know, “*nos mots français*”.

25. **Remind students to listen for the gist of what you are saying.** Explain that they should not get hung up on understanding every word.

Many of the above-mentioned strategies tend to arise spontaneously out of day-to-day interaction within the classroom. Others which involve making charts, diagrams, role cards, acetates, instruction charts, language models and models of final projects etc. require advanced planning. It is useful to take time when planning your daily lessons to ask yourself, “How am I going to present this lesson entirely in French?” In this way, you will have your strategies on hand, rather than struggling with the problem as the lesson is in progress when you risk switching into English.
The emphasis on group work and project-oriented teaching necessitates that we re-think how we present our materials to students. The beginning of the school year is the best time to initiate a “French only” policy. This will set the tone for the rest of the school year. Students will come to accept that you will be using French only in the classroom. Some teachers like to post signs in the doorways of the Core French classroom to remind students that “ICI ON PARLE FRANÇAIS!” French music playing as students enter the class can re-enforce this idea as well. It doesn’t hurt to explain to beginning Core French students that they learn more French this way! And heck, why stop at the doors of the Core French classroom? Most students will appreciate that they learn more French this way! And heck, why stop at the doors of the Core French classroom? Most students love it when you talk to them in French on the playground or in the hallways! In this way, you will become their French language model and your classroom interaction in French will become more natural.
Annexe 7
Créer une unité d’enseignement / Creating a Teaching Unit

PARAMETERS TO FOLLOW
WHEN DRAFTING A TEACHING UNIT

(Adapted from CASLT PR Working Group Document:
National Core French Study : A model for implementation, 1994)

I. Experiential Teaching Unit Outline

Title :
Field of Experience or Theme :
Experiential Goal or Final Project :
Major steps to attain the goal :

Objectives :
Communicative
Experiential
Cultural
General Language Education
Language

Teaching Sequence : Detailed explanation of each of the major steps of the unit

Evaluation

Resources

II. Objectives

Communicative Objectives

Communicative objectives focus on the development of communication skills (oral and written comprehension and production, and negotiation)

Experiential Objectives

Experiential objectives focus on enriching the learner’s experience (knowledge, attitudes and behaviours).
**Cultural Objectives**

The cultural objectives are aimed at expanding the learner’s cultural horizons. Specifically they are aimed at making the learner aware of Francophone culture and other cultural perspectives in the world.

**General Language Education Objectives**

General language education objectives include analysing and coming to certain realizations about language, culture and strategies for learning, communicating and socializing.

**Language Objectives**

Language objectives are minimum expectations in terms of discourse and grammar (vocabulary, structures, pronunciation etc.)

### III. Steps

1. During the first steps of the unit, it is always necessary to
   
   ♦ personalize the unit;
   ♦ announce the experiential goal;
   ♦ identify and verify the steps to achieve the goal;
   ♦ pool the experiences of teachers and learners.

2. The next to last step should always be the achievement of the experiential goal.

3. The last step should be a reflection on the unit. The learners should reflect on what they experienced in the unit, and on the new knowledge, attitudes and strategies that they developed. They should also reflect on how the unit could be improved for the next group.

### IV. Principles to be respected while developing an Experiential Unit

1. *The experiential goal* :
   a) is always production-related : either oral or written or both;
   b) should be flexible enough to be within the reach of all learners;
   c) should clearly indicate what the learner is to do at the end of the unit;
   d) should provide the framework for all of the steps to be followed - each step being linked to the next in a logical progression leading to the experiential goal.
2. *Personnalization* should be an integral part of the unit.

3. *Communication Skills*

   Oral and written comprehension and production and negotiation should all be integrated into the unit.

4. *Culture*

   Culture should be an integral part of the unit. The primary focus should be on present day culture. The learner should reflect on his or her own culture and identify similarities and differences among cultures.

5. *Language*

   Language, including grammar and discourse, should be integrated into the unit for the purposes of communication and should be taught in context. The language taught is that which learners need to carry out their tasks. The learner should be encouraged to reflect on his or her knowledge of language and to pick out similarities and differences between languages.

6. *General Language Education*

   Learners should be provided opportunities to develop a conscious awareness of language, culture and strategies for learning, communicating and socializing. They should reflect on the language learning process and the experiences they have had in their mother tongue that might help them acquire a second language.

7. *Authentic Texts*

   Each unit should provide learners an opportunity to use authentic oral and written documents.

8. *Teaching Strategies*

   A variety of strategies should be incorporated in the unit, including individual work, work in pairs and small groups, and cooperative group learning.

9. *Evaluation*

   Evaluation should be an integral component of the unit as well, and include formative and summative evaluations. Various evaluation techniques such as observation, self-evaluation and peer evaluation should also be integrated into the unit. The summative evaluation should relate directly to the unit’s objectives and goal.
Annexe 8

Les adresses utiles / Useful Addresses

The following companies publish and/or distribute a wide variety of French resources which can be very beneficial as supplementary material for the elementary Core French program. Schools are encouraged to contact these companies to request catalogues of their materials.

1. Pearson Education
   (Addison-Wesley, Copp Clark Longman)
   5757 Cypihot St.
   Saint-Laurent QC, H4S 1R3
   Phone: 800-263-3678
   Fax: 800-643-4720

   164 Commander Blvd.
   Scarborough, ON, M1S 3C7
   Phone 1-800-667-1115
   Website: www.gagelearning.com

3. Argus Posters for Canada
   CMC Distribution
   Box 7000
   Niagara-on-the-Lake, ON
   L0S 1J0
   Phone: 1-800-463-8739
   Fax: 1-800-567-7785

4. Centre éducatif et culturel inc.
   8108 est, boul. Métropolitain
   Anjou, QC
   H1J 1J9
   Phone: (514) 351-6010
   Fax: (514) 351-3534

5. Centre Franco-Ontarien
   290, rue Dupuis
   Vanier, ON
   K1L 1A2
   Phone: (613) 747-1553
   Fax: (613) 747-0866

6. The Resource Centre
   P.O. Box 190
   Waterloo, ON, N2J 3Z9
   Phone: (519) 885-0826
   Fax: (519) 747-5629

7. Tralco Educational Services Inc.
   1030 Upper James St. Suite 101
   Hamilton, ON, L9C 6X6
   Phone: 1-888-487-2526
   Website: www.tralco.com

8. Éditions Soleil
   P.O. Box 847
   Welland, ON
   L3B 5Y5
   Phone: (416) 788-2674
   Fax: (416) 788-2674

   300, rue Arran
   St-Lambert, QC
   J4R 9Z9
   Phone: (514) 875-0327
   Fax: (514) 672-1481

10. La Grande Ourse
    24, rue Henry
    Moncton, NB
    E1C 5B7
    Phone/Fax: (506) 853-7554
11. Aquila Communications Ltd.
   2642 Diab Street
   St-Laurant, QC
   H4S 1E8
   Phone: 1-800-667-7071
   Fax: (514) 338-1948

12. Irwin Publishing
   1800 Steeles Ave. West
   Concord, ON
   L4K 2P3
   Phone: (416) 660-0611
   Fax: (416) 660-0676

13. Jeux de mots
   6256, rue Saint-Denis
   Montréal, QC
   H2S 2R7
   Phone: (514) 272-5389
   Fax: (514) 279-4768

14. MacDougall Marketing Ltd.
    11171, Horseshoe Way, Suite 15
    Richmond, BC
    V7A 9Z9
    Phone: (614) 275-6551

15. Moyers
    700, boul. St-George
    C.P. 647
    Moncton, NB
    E1C 8M7
    Phone: 1-800-561-7045
    Fax: (506) 857-9071

16. Poster Pals
    Box 487
    Smithville, ON
    L0R 2A0
    Phone: 1-800-265-7754
    Fax: (416) 957-1550

17. Renaud Bray
    5252 chemin de la Côte des Neiges
    Montréal, QC, H3T 1X8
    Phone: (514) 342-3395
    Fax: (514) 342-3796

18. Scholastic
    123, Newkirk Road
    Richmond Hill, ON
    L4C 3G5
    Phone: 1-800-625-8583
    Fax: 1-800-387-4944

19. School Services of Canada
    66 Portland Street
    Toronto, ON
    M5V 2M8
    Phone: (416) 366-0903
    Fax: (416) 366-0908
Posters and brochures may also be obtained, often free-of-charge, by writing to the following organizations:

Commissioner of Official Languages
110, O’Connor Street
Ottawa, ON K1A 0T8
Phone: (613) 996-6368

Commissioner of Official Languages
Atlantic Regional Office
Room 303, Heritage Court
95 Foundry Street
Moncton, N.B. E1C 5H7

Prince Edward Island School Milk Foundation
East Prince Regional Services Center
P.O. Box 2063
Summerside, PE C1N 5L2
Phone: (902) 888-8040

Canadian Olympic Association
Youth and Education Advisory Council
1800 James Naismith drive
Ottawa, ON
Phone: (613) 748-5647
Fax: (613) 747-9483

Environnement Canada
Région de l’Atlantique
Agent des publications
Queen Square
15e étage
45, promenade Alderney
Dartmouth, N.É. B2Y 2N6

Ministère du Tourisme (Québec)
Direction des Communications
Bureau 329
Québec, QC G1R 2B5
Phone: (418) 643-5959

Agence canadienne de développement international
Direction générale des communications
200, Promenade du Portage
Hull, QC K1A 0G4

UNICEF Canada
443 Mount Pleasant Road
Toronto, ON
M4S 2L8
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<th><strong>QUELQUES SITES D’INTÉRÊT SUR LE WEB</strong></th>
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<td>CASLT (L’Association canadienne des professeurs de langues secondes)</td>
<td>FLTEACH (Foreign Language Teacher list-serve)</td>
</tr>
<tr>
<td><strong><a href="http://www.caslt.org">http://www.caslt.org</a></strong></td>
<td><strong><a href="http://www.cortland.edu/www/flteach/">http://www.cortland.edu/www/flteach/</a></strong></td>
</tr>
<tr>
<td>Rescol canadien</td>
<td>SEVEC (La société éducative de visites et d’échanges au Canada)</td>
</tr>
<tr>
<td><strong><a href="http://www.rescol.ca/">http://www.rescol.ca/</a></strong></td>
<td><strong><a href="http://www.sevec.ca/">http://www.sevec.ca/</a></strong></td>
</tr>
<tr>
<td>LESTER (gouvernement de l’Île-du-Prince-Édouard)</td>
<td>ACPI (Association canadienne des professeurs d’immersion)</td>
</tr>
<tr>
<td>Elm Street School</td>
<td>Premiers pas sur l’internet</td>
</tr>
<tr>
<td>CPF (Canadian Parents for French)</td>
<td>Infoduc (annuaire des sites françaises au Canada)</td>
</tr>
<tr>
<td><strong><a href="http://www.cpf.ca">http://www.cpf.ca</a></strong></td>
<td><strong><a href="http://www.infobourg.qc.ca">http://www.infobourg.qc.ca</a></strong></td>
</tr>
<tr>
<td>Moteur de recherche en français</td>
<td>Discovery School’s Puzzlemaker</td>
</tr>
<tr>
<td><strong><a href="http://altavista.fr">http://altavista.fr</a></strong></td>
<td><strong><a href="http://puzzlemaker.school.discovery.com/">http://puzzlemaker.school.discovery.com/</a></strong></td>
</tr>
</tbody>
</table>
Annexe 9 - Les intelligences multiples

La prémisse fondamentale : Tous les gens sont différents et apprennent différemment. Nous devons respecter, valoriser et célébrer les capacités uniques de chaque individu.

Les principes directeurs :
* chaque personne utilise huit (ou plus) intelligences/styles d’apprentissage
* toutes les intelligences ont une valeur égale
* on peut enseigner, entretenir et renforcer chaque intelligence
* chaque personne apprend d’une façon différente et à une vitesse différente pour des raisons différentes
* on peut utiliser les intelligences plus développées à réveiller celles moins développées
* le développement d’une intelligence peut se manifester de façons différentes.

Verbale/linguistique - l’intelligence des mots

Mathématique/logique - l’intelligence des chiffres et de la raison

Musicale/rythmique - l’intelligence du ton, du rythme et du timbre

Corporelle/kinesthésique - l’intelligence du corps et des mains

Visuelle/spatiale - l’intelligence des illustrations et des images

Interpersonnelle - l’intelligence de la compréhension sociale

Intrapersonnelle - l’intelligence de l’auto-connaissance

Naturaliste - l’intelligence de la nature et de la classification
**Activités pour la planification de leçons**

Voici une liste d’activités que vous pouvez utiliser lorsque vous préparez des exercices liés aux intelligences multiples ou lorsque vous souhaitez renforcer un certain type d’intelligence. Combinez ces activités à celles listées pour d’autres formes d’intelligence afin d’élaborer un programme complet.

<table>
<thead>
<tr>
<th><strong>Verbo-linguistique</strong></th>
<th><strong>Logico-mathématique</strong></th>
<th><strong>Spatio-visuelle</strong></th>
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</thead>
<tbody>
<tr>
<td>* Création de livres</td>
<td>* Analyse</td>
<td>* Dépliants</td>
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<tr>
<td>* Compte rendu de lecture</td>
<td>* Symboles abstraits</td>
<td>* Graphiques et tableaux</td>
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<tr>
<td>* Remue-méninges</td>
<td>* Calcul</td>
<td>* Collages</td>
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<tr>
<td>* Dessins animés</td>
<td>* Catégorisation</td>
<td>* Repères de couleur</td>
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<tr>
<td>* Récitation en choeur</td>
<td>* Classification</td>
<td>* Combinaisons de couleurs et de textures</td>
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<tr>
<td>* Création littéraire</td>
<td>* Pensée critique</td>
<td>* Dessins et ébauches</td>
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<tr>
<td>* Discussions</td>
<td>* Collecte de données</td>
<td>* Diagrammes</td>
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<td>* Théâtre</td>
<td>* Déchiffrage de codes</td>
<td>* Symboles graphiques</td>
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<tr>
<td>* Essais</td>
<td>* Expérimentation</td>
<td>* Imagination</td>
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<tr>
<td>* Explications</td>
<td>* Formules</td>
<td>* Étiquetage</td>
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<tr>
<td>* Sentiments</td>
<td>* Organisations graphiques</td>
<td>* Représentations géométriques</td>
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<tr>
<td>* Rédaction d’un journal</td>
<td>* Jeux de logique</td>
<td>* Schématisation conceptuelle</td>
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<tr>
<td>* Correspondance</td>
<td>* Manipulations</td>
<td>* Moulage d’argile</td>
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<tr>
<td>* Recherche en bibliothèque</td>
<td>* Mesures</td>
<td>* Peinture</td>
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<tr>
<td>* Listes</td>
<td>* Argent</td>
<td>* Modèles</td>
</tr>
<tr>
<td>* Écoute</td>
<td>* Nombres</td>
<td>* Photographie</td>
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<tr>
<td>* Persuasion</td>
<td>* Modèles</td>
<td>* Affiches</td>
</tr>
<tr>
<td>* Présentations</td>
<td>* Résolution de problèmes</td>
<td>* Faire semblant</td>
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<tr>
<td>* Publication</td>
<td>* Énigmes</td>
<td>* Sculpture</td>
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<tr>
<td>* Lecture</td>
<td>* Modèle scientifique</td>
<td>* Visualisation</td>
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<tr>
<td>* Théâtre lu</td>
<td>* Séquences</td>
<td>* Énigmes visuelles</td>
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<tr>
<td>* Adaptation</td>
<td>* Syllogismes (Si..., alors...)</td>
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<td>* Dossiers</td>
<td>* Chronologie</td>
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<tr>
<td>* Conférences/discours</td>
<td>* Diagrammes de Venn</td>
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<tr>
<td>* Sondages</td>
<td>* Rédaction de problèmes</td>
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<tr>
<td>* Contes/création</td>
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<tr>
<td>* Blagues</td>
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</tbody>
</table>
Kinési-corporelle
* Interprétation
* Langage corporel
* Charades
* Théâtre en classe
* Expression gestuelle
* Collections
* Artisanat
* Danse
* Démonstrations
* Théâtralisation
* Exercices
* Expériences
* Excursions
* Danse folklorique
* Gymnastique
* Pensée tactile (argile, manipulation)
* Tableaux vivants
* Improvisation
* Inventions
* Manipulations
* Mime
* Éducation physique
* Marionnettes
* Jeux de rôles
* Spectacles de talents
* Jeux sportifs

Musicale et rythmique
* Musique de fond
* Chants scandés
* Fredonner
* Écouter
* Paroles
* Musique d’ambiance
* Appréciation de la musique
* Composition et création de musique
* Notions musicales
* Spectacles de musique
* Percussion
* Jouer d’instruments de musique
* Séances de rap
* Reproduction de sons et de rythmes
* Rythmes et rythme
* Chant et chansons
* Modèles de sonorité
* Sons de la voix

Intrapersonnelle
* Évaluation en équipes
* Travail d’équipe

Interpersonnelle
* Aptitudes de collaboration
* Médiation de conflits
* Groupes de coopération
* Enseignement mutuel
* Division des tâches
* Exercices d’empathie
* Rétroaction (donner et recevoir)
* Travail de groupe
* Entrevues
* Enseignement par les pairs
* Communication de personne à personne
* Élaboration de plans
* Jeux de rôles
* Simulations

Intrapersonnelle
* Autobiographie
* Conscience de ses sentiments personnels
* Expression de sentiments
* Études et projets indépendants
* Rédaction d’un journal personnel
* Contacts personnels
* Priorités personnelles
* Identification
* Activités d’estime de soi
* Périodes silencieuses de réflexion