



CORE FRENCH 5 TO 12

Integrated Resource Package 2001

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the Core French 5 to 12 curriculum. This document supersedes the Core French 5 to 12 Integrated Resource Package (1995). The information contained in this IRP is also available via the Ministry web site:

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

The following paragraphs provide brief descriptions about each section of the IRP.

THE INTRODUCTION

The Introduction provides general information about Core French 5 to 12, including special features and requirements. It also provides a rationale for teaching Core French 5 to 12 in BC schools.

CORE FRENCH 5 TO 12 CURRICULUM

The provincially prescribed curriculum for Core French 5 to 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set

out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: "It is expected that students will. . . ."

Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a ‘starter set’ of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

<p>Grade</p> <p>Prescribed Learning Outcomes</p> <p>The Prescribed Learning Outcomes column lists the specific learning outcomes for each curriculum organizer.</p>	<p>GRADE 5 • Communicating</p> <div> <div> <p>PRESCRIBED LEARNING OUTCOMES</p> <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> ask and respond to simple questions identify greetings and expressions of politeness communicate likes, dislikes, wants, and needs respond to classroom instructions </div> <div> <p>SUGGESTED INSTRUCTIONAL STRATEGIES</p> <p>For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, enjoyable, and rewarding. Give students every opportunity to hear, repeat, and “play” with the language. Routinely give classroom instructions in French instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.</p> <ul style="list-style-type: none"> Provide opportunities for students to hear greetings and expressions of politeness (e.g., begin lessons with <i>Bonjour, comment ça va?</i>) Have students prepare posters of greetings and expressions of politeness for display around the room. Have students interview partners to obtain information such as name, age, likes, dislikes, etc. Students then use the information to introduce their partners to the class, using the following format: <ul style="list-style-type: none"> <i>Je vous présente _____.</i> <i>Il/Elle s'appelle _____.</i> <i>Il/Elle habite _____.</i> <i>Il/Elle aime _____ (nourriture).</i> <i>Il/Elle n'aime pas _____.</i> <i>Son sport préféré est _____.</i> <i>Son passe-temps préféré est _____.</i> Open each day with Calendar Time in French. Initially, ask students to respond to questions on the date, time, season, weather, temperature, and how they are feeling that day (e.g., <i>Quelle est la date aujourd'hui? Quelle heure est-il? Quel temps fait-il? Quelle est la température aujourd'hui? Comment ça va?</i>). Students may eventually take turns opening the day. Calendar Time also provides an opportunity for presenting seasonal poems and rhymes, as well as for celebrating birthdays. Provide opportunities for students to follow routine classroom directions and instructions in French (e.g., <i>Sortez votre crayon. Chantez avec la cassette. Formez une ligne à la porte.</i>) Use gestures to clarify meaning. </div> </div> <p>Curriculum Organizer</p>	<p>Suggested Instructional Strategies</p> <p>The Suggested Instructional Strategies column suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.</p>
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<p>Grade</p> <p>Suggested Assessment Strategies</p> <p>The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.</p>	<p>GRADE 5 • Communicating</p> <div> <div> <p>SUGGESTED ASSESSMENT STRATEGIES</p> <p>At this level, students may feel awkward attempting to communicate in a new language. In a supportive environment, they may begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness.</p> <ul style="list-style-type: none"> As students engage in communication activities, observe and note evidence that they: <ul style="list-style-type: none"> listen actively to follow instructions choose the appropriate expression from those they have practised approximate French pronunciation take risks to speak in French experiment with sounds and words participate willingly in classroom activities in French support and encourage each other When students create posters, assess the extent to which they: <ul style="list-style-type: none"> reproduce key vocabulary accurately include supporting details in the form of illustrations, graphics, or symbols After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to oral directions (e.g., <i>Dessinez l'hiver; un crayon.</i>) They can also sketch, use pictures, or create computer graphics to show their understanding of a brief oral story or paragraph. </div> <div> <p>RECOMMENDED LEARNING RESOURCES</p> <p>Print Materials</p> <ul style="list-style-type: none"> Stoddart Colour Visual Dictionary French-English <p>Multimedia</p> <ul style="list-style-type: none"> Acti-Vie 1 Savoir faire: Visages 1 </div> </div> <p>Curriculum Organizer</p>	<p>Recommended Learning Resources</p> <p>The Recommended Learning Resources component is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of the IRP.</p>
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CORE FRENCH 5 TO 12 • 13

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Core French language education, grades 5 to 12. The study of Core French language and culture is intended to enable learners to communicate purposefully in French and to provide opportunities for students to develop an openness to cultural diversity. The development of this IRP has been guided by and incorporates the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

In Canada, where one quarter of the population comprises speakers of French, one of Canada's two official languages, it is important for British Columbia students to have opportunities to communicate in French.

- Communicative competence in French expands national and international career opportunities in many fields, such as commerce, hospitality, and tourism.
- Learning French enhances the learning of first and additional languages.
- The ability to communicate in French encourages the development of positive attitudes toward Francophone and other cultural groups, and increases students' awareness of their own cultures.

Communication in French is an appropriate and accessible goal for all learners in BC schools. Because the overriding aim of Core French is communication, the suggested instructional and assessment strategies emphasize the practical use of

the language in all its forms, and de-emphasize the analytical study of grammatical theory as an end in itself.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Core French 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role only—to provide useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that includes the following principles:

- As much as possible, language learning should emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about the language.
- Language learning is not additively sequential but recursive and paced differently at various stages of acquisition.
- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are to be expected.
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.

- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning.
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance oriented.
- Technology and textbook materials play support roles for language-learning goals; they should not determine curriculum.

(Adapted from “Teaching and Learning K-12 Authentic Instruction Communication,” Section 7.19, ASCD Curriculum Handbook, September 1994.)

PRESCRIBED LEARNING OUTCOMES

Prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students’ abilities to understand others and to express themselves comprehensibly and appropriately. Assessment and evaluation do not focus on the mastery of grammar for its own sake.

Where possible, the prescribed learning outcomes show progression through the grades.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; recognizing cognates; recognizing, using, and adapting language patterns; using a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and using context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart (*page 3*) shows a cumulative range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies

Students are encouraged to develop and apply a repertoire of language-learning strategies to support communication in French. These cumulative strategies include:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> recognize cognates use visual aids, actions, lists, and pre-framed models use visual and context clues to guess meaning use mime, gesture, and props to help convey meaning use repetition, alone or with others, to practise and reinforce new language record ideas or expressions with visual images and symbols derive meaning by listening attentively and participating fully in activities 	<ul style="list-style-type: none"> use prior knowledge of a topic to predict meaning use formula phrases, including greetings and expressions of politeness actively seek help by asking for clarification and repetition connect new topics to personal experience use some English or mother-tongue words, if necessary, to maintain communication develop personal notebooks and dictionaries to record new vocabulary 	<ul style="list-style-type: none"> recognize known French and cognates in new contexts ask for specific words, if necessary, while continuing communication listen to and practise pronunciation of the written word group new items into categories that are personally meaningful self-evaluate progress by comparison with earlier performance or against personal goals continue to record new vocabulary and phrases
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> recognize and use common patterns adjust the message in order to use known expressions and vocabulary use word webbing charts, tables, and other graphic organizers to support oral and written expression reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases 	<ul style="list-style-type: none"> recognize and use common patterns listen, view, or read selectively to focus on key information tolerate ambiguity of meaning when unable to understand fully transfer and adapt known structures to convey meaning in new contexts use a variety of writing processes to convey personal meaning plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> take risks with the language to extend language boundaries use a variety of reference materials, including dictionaries, for comprehension and production set personal goals in language skills and monitor their progress
Grade 11	Grade 12	
<ul style="list-style-type: none"> rephrase in French to compensate for unknown expressions make personal notes to use as a reference for oral and written productions actively review common, useful expressions and patterns to refine communication self-monitor and correct recurring or significant errors in communication 	<ul style="list-style-type: none"> negotiate meaning by using questions in French and other techniques for clarification summarize information in oral, graphic, and written form use dictionaries, grammars, and other reference materials for clarity of comprehension and expression seek out and create practice opportunities in and out of the classroom 	

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on the common reasons people have for wanting to learn an additional language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources. The curriculum organizers are:

- *Communicating* - to communicate with other people
- *Acquiring Information* - to acquire information for a purpose
- *Experiencing Creative Works* - to experience creative works for linguistic and cultural exposure
- *Understanding Cultural Influences* - to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying an additional language. In the classroom, they should not be treated separately but should be integrated into most activities.

Whenever possible, teachers should use and encourage the use of French. There are times, however, when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer, *Understanding Cultural Influences*.

Communicating

Learning outcomes listed under this organizer provide opportunities for students to use French to establish and maintain relationships,

share ideas and opinions, and get things done. **This organizer embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds.** It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use an ever-increasing amount of French in all activities and student/student and student/teacher interactions.

Acquiring Information

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from original sources in French (such as French-language television or radio programs, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites) to complete authentic tasks. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to take risks.

Experiencing Creative Works

Students learn a language most effectively when they experience music, film, art, poetry, and other forms of creative expression, such as storytelling. Students will be motivated to continue their language studies when they have frequent opportunities to listen, view, and eventually read creative works in French and respond to them in various ways. Students should be

exposed to a wide range of creative works representative of the Francophone world, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual responses.

Understanding Cultural Influences

When students communicate with others in French and participate in cultural experiences, they gain insight into the role of culture. Through exploring French and the Francophone world, they develop an understanding of Francophone perspectives and can better appreciate the role of other cultures, as well as their own.

INTEGRATION WITH OTHER CURRICULA

When teachers and students see French as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study, through activities such as job interviewing, mapping, graphing, music, or art.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation of tasks. (See *Appendix C* for examples of integrated units.) Integration in the elementary classroom is easier, and may begin with daily routines and procedures conducted in French. In this way, students will see French as a useful means of expression.

SPLIT CLASSES

Teachers are encouraged to use the same themes for both grades if possible, alternating the set of themes each year. The final task for each theme should allow for a wide range of performances so students at all levels of ability continue to learn and be successful. For example, a theme on clothing may have partners or small groups working toward a fashion show with oral presentation. Younger students might use less language and more props, or complete a different task, such as role-playing a clothing purchase.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. **These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes.** The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is no one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. **It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of their students and respond to local requirements.**

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples are always specific to each organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

ASSESSMENT IN CORE FRENCH

Since language is acquired in a spiralling and recursive process, students will thrive in a stimulating environment where risk-taking is nurtured and errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

In grades 5 to 7, assessment places equal emphasis on three of the major communication skills: listening, reading, and speaking. From grades 8 to 12, equal emphasis is placed on listening, reading, speaking, and writing. Such a balance in emphasis validates the oral and aural skills which have received less attention in the past than reading and writing. Final evaluations should therefore base 50%

of the total grade on oral and aural skills from Grade 8 to Grade 12.

ABOUT ASSESSMENT IN GENERAL

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, what they are able to do, and what they are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes.

Students benefit when teachers provide evaluation on a regular, ongoing basis. When evaluation is seen as an opportunity to

promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to paper-and-pencil tests. *Appendix C* includes a more detailed discussion of assessment and evaluation.

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that this IRP addresses relevance, equity, and accessibility issues. Wherever appropriate for the subject, these issues have been integrated into the learning outcomes, suggested instructional strategies, and suggested assessment strategies. Although an exhaustive list of such issues is neither practical nor possible, teachers are encouraged to continue to ensure that classroom activities and resources also incorporate appropriate role portrayals, relevant issues, and exemplars of themes such as inclusion and acceptance.

The ministry, in consultation with experienced teachers and other educators, has developed a set of criteria to be used to evaluate learning resources. Although neither exhaustive nor prescriptive, most of these criteria can be usefully applied to instructional and assessment activities as well as learning resources. See pages 30 through 45 of the ministry document *Evaluating, Selecting, and Managing Learning Resources* (2000) for brief descriptions of these criteria, grouped under headings of

Content, Instructional Design, Technical Design, and Social Considerations. This document has been distributed to all schools. Additional copies may be ordered from Office Products Centre (1-800-282-7955) by citing document number RB0065.

EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second language requirements. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service, and
- unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister.

ESL STUDENTS AND SECOND-LANGUAGE STUDY

Teachers of students for whom English is a second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). Core French teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When teachers provide instruction in French, ESL students are placed on an equal footing with their classmates.

STUDENTS WITH SPECIAL NEEDS AND SECOND-LANGUAGE STUDY

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When an individual student is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing an alternate communication system such as Bliss symbols or voice-activated technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Core French language-learning classroom.

- **Adapt the Environment**
 - Cluster students with particular gifts or needs.
 - Use community resources for extension and research.
 - Make use of preferential seating to enhance research.
 - Create a space with minimum distractions.
 - Change the location of the learning activity to optimize concentration.
 - Make use of co-operative grouping or pairing of learners.
- **Adapt Presentation or Instruction**
 - Provide extension activities for students with special gifts and talents.
 - Offer choices for self-directed learning.
 - Provide advance organizers of key information.
 - Demonstrate or model new concepts.
 - Adjust the pace of activities as required.
 - Change the wording of questions or instructions to match students’ level of understanding.
 - Provide functional, practical opportunities for students to practise skills.
- **Adapt Materials and Equipment**
 - Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
 - Use manipulatives and other support materials.
 - Provide large-print charts or activity sheets.

- Use opaque overlays for text pages to reduce the quantity of visible print.
- Highlight key points in written material.
- Provide software that has variable font sizes.
- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- **Adapt Methods of Assistance**
 - Train and use peer tutors to assist students with special needs.
 - Arrange for teacher assistants to work with individuals or small groups.
 - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- **Adapt Methods of Assessment**
 - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
 - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
 - Set short-term, achievable goals with frequent feedback.
 - Provide opportunities for students to assess their progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in French. The approach the curriculum advocates focusses on the purposeful use

of the language to perform real-life tasks, share ideas, acquire information, and enhance the understanding of culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out authentic tasks while learning French, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers, magazines, web sites, information about entertainment, business, employment, food, holidays and celebrations, and artworks and artifacts reflecting the culture of Francophone communities. Community resource persons can enhance language acquisition and provide opportunities to communicate in French.

Selected Resources

The Ministry of Education promotes the establishment of a resource-rich learning environment of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and digital resources, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use other resources to meet specific local needs must have these resources evaluated through a local district approval process.

Students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

The ministry considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of Grade Collection resources (Braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

Provincially Recommended Materials

These materials have been evaluated through the provincial evaluation process, have received Minister's Order and are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

CURRICULUM

Core French 5 to 12

PREScribed LEARNING OUTCOMES

It is expected that students will:

- ask and respond to simple questions
- identify greetings and expressions of politeness
- communicate likes, dislikes, wants, and needs
- respond to classroom instructions

SUGGESTED INSTRUCTIONAL STRATEGIES

For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and “play” with the language. Routinely give classroom instructions in French instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.

- Provide opportunities for students to hear greetings and expressions of politeness (e.g., begin lessons with *Bonjour, comment ça va?*)
- Have students prepare posters of greetings and expressions of politeness for display around the room.
- Have students interview partners to obtain information such as name, age, likes, dislikes, etc. Students then use the information to introduce their partners to the class, using the following format:
 - *Je vous présente* _____.
 - *Il/Elle s'appelle* _____.
 - *Il/Elle habite* _____.
 - *Il/Elle aime* _____ (*nourriture*).
 - *Il/Elle n'aime pas* _____.
 - *Son sport préféré est* _____.
 - *Son passe-temps préféré est* _____.
- Open each day with Calendar Time in French. Initially, ask students to respond to questions on the date, time, season, weather, temperature, and how they are feeling that day (e.g., *Quelle est la date aujourd'hui? Quelle heure est-il? Quel temps fait-il? Quelle est la température aujourd'hui? Comment ça va?*) Students may eventually take turns opening the day. Calendar Time also provides an opportunity for presenting seasonal poems and rhymes, as well as for celebrating birthdays.
- Provide opportunities for students to follow routine classroom directions and instructions in French (e.g., *Sortez votre crayon. Chantez avec la cassette. Formez une ligne à la porte.*) Use gestures to clarify meaning.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students may feel awkward attempting to communicate in a new language. In a supportive environment, they may begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness.

- As students engage in communication activities, observe and note evidence that they:
 - listen actively to follow instructions
 - choose the appropriate expression from those they have practised
 - approximate French pronunciation
 - take risks to speak in French
 - experiment with sounds and words
 - participate willingly in classroom activities in French
 - support and encourage each other
- When students create posters, assess the extent to which they:
 - reproduce key vocabulary accurately
 - include supporting details in the form of illustrations, graphics, or symbols
- After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to oral directions (e.g., *Dessinez l'hiver; un crayon.*) They can also sketch, use pictures, or create computer graphics to show their understanding of a brief oral story or paragraph.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 1
- Savoir faire: Visages 1

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level already use a variety of strategies for accessing information in their own languages. By identifying these strategies, they can use them more effectively in French and become more confident working with French-language materials.

- Once students are familiar with daily calendar activities, have them watch a weather forecast, obtain information from the Environment Canada web site, or read a newspaper weather report to determine what they will do at recess. Students could draw what they intend to do.
- Obtain and show an excerpt from a Grade 5-level film in French on animal species. Provide students with a list of animals, some of which appear in the film. Have students identify the animals in the film. Students can then create posters about the animals.
- Introduce food vocabulary in French. Have students look at a restaurant menu and draw and label foods served there. Students may then produce and administer a survey to determine which foods most class members enjoy.
- Have students read a television guide or web site to locate French-language programs which are also broadcast in English. Have each student choose a French-language program they would like to watch and present the information to the class giving the day, time, and name of the program.
- Provide students with a selection of greeting cards for a chosen celebration (e.g., Valentine's Day). Have students identify some common French expressions and use them to create cards for classmates, perhaps on a card-making web site.

SUGGESTED ASSESSMENT STRATEGIES

Assessment of the prescribed learning outcomes for this organizer focusses on students' ability to acquire the information they need to perform the assigned tasks. Tasks should be designed to allow students to represent and use the information they have acquired without relying on spoken or written language.

- Use visual representations to assess students' ability to listen for information. For example:
 - After listening to a weather forecast, have students use symbols or sketches to represent the weather for the next day or choose what kind of activity they will do at recess.
 - After watching a video on animals, have students create pictures or computer graphics to illustrate a key point or answer a question posed by the teacher.
 - After looking at a menu, students draw pictures of the meals they would order.
- Criteria should focus on the extent to which students:
- accurately identify key information
 - include relevant details
 - use the information appropriately (i.e., for the assigned purpose)
 - persist when they have trouble finding or understanding the information they need
- To show students' understanding of key information heard, viewed, or read, have them classify a list of objects, animals, places, movies, foods, and so on, into categories. Look for:
 - recognition of words
 - use of classroom resources (e.g., picture dictionaries or textbooks) for solving problems
 - use of strategies for discovering the meaning of unfamiliar words (e.g., using cognates)
 - To assess students' greeting cards, consider the extent to which they:
 - convey the visual image clearly
 - use appropriate expressions
 - provide complete information

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 1
- Savoir faire: Visages 1

PREScribed LEARNING OUTCOMES

It is expected that students will:

- respond to creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

In the first years of language study, students' exposure to songs, rhymes, and picture books provides a source of original French which is simple and repetitive, yet rewarding and stimulating. Student responses typically involve very little language—students may be asked to draw, mime, move to music, or sing the chorus of songs.

- Students may enjoy songs selected for their easy lyrics, catchy melodies, and appealing rhythms. When words are provided, students can sing along with the song or its chorus. Using rhythm instruments or movement makes this activity more fun and integrates music and physical education.
- Have students create banners representing their interpretation of the title of a French song, story, video, or poem. Some students might like to use a computer program to create their banners.
- Ask students to work in groups to illustrate a poem, nursery rhyme, song, or story the class has learned. Using large paper, each student copies and illustrates a different line of the work. The pages may be compiled in a class anthology and added to the class resource collection.
- Students could view a segment of a television program for children and make paper bag puppets of the characters. These may be used later in vignettes created by the class.
- Use illustrations and key words from simple illustrated storybooks for pre-reading and prediction activities. As the teacher (monitor, French-speaking student, or guest) reads various picture books, students listen while following the illustrations and simple text. Once familiar with a story, students create posters promoting the book using visual information and some key French words.
- Have students listen to a recorded French song. Students identify as much vocabulary as possible and brainstorm in order to determine meaning. Replay the song once meaning is determined.

SUGGESTED ASSESSMENT STRATEGIES

Student assessment at this level focusses on participation and response. As students become familiar with a particular work and with that genre of creative works, they respond with increased confidence and pleasure. Response activities at this level involve representations with minimal linguistic demands. Criteria for assessment emphasize participation, engagement, and risk-taking with the language, culture, and creative processes.

- When students participate in class or group singing activities, look for evidence that they are:
 - attempting to convey meaning by intonation
 - willing to sing in French
 - incorporating appropriate mime
- When students create banners or posters based on creative works they have experienced, note that they are:
 - offering personal views or responses
 - incorporating some French words
 - interested in sharing their work with others
- When groups of students illustrate a creative work, note the extent of their:
 - group communication skills
 - engagement in the task
 - interest in and enthusiasm for the original work
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original work

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 1
- Savoir faire: Visages 1



Music CD

- Créer un monde de paix
- Loup du Nord

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of their own cultural backgrounds
- identify elements of Francophone culture in Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

It is important to establish an atmosphere of mutual respect in the classroom to encourage students to share backgrounds and traditions. The focus should be on students actively participating in a variety of cultural experiences based on their own heritage, as well as on Francophone culture in Canada.

- Encourage students to explore their cultural backgrounds, including the foods they eat, special celebrations, and objects from their heritage. They might organize displays to introduce their cultures to their classmates. Displays could include samples of food or clothing, personal objects, photos, maps, cooking demonstrations, or explanations of special traditions.
- Students could create a mural that locates Francophone communities in Canada. They would add to the mural over the period of a month. It would be mostly visual, but could include some well-known French words.
- Students could explore the way in which Québécois children experience winter, taking into consideration winter celebrations, special clothing, winter cuisine, and outdoor and indoor activities. This could culminate in a *jour d'hiver* in the classroom in which many aspects of winter are experienced or simulated.
- Students could choose a province and obtain information via the Internet, mail, or telephone on different Francophone festivals/celebrations. Student lists could then be combined into a class list of Francophone festivals/celebrations in Canada.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' participation in cultural activities and their increasing awareness of Francophone cultures, as well as other cultures represented in the class. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.

- When students present their displays, note the extent to which they:
 - include important features from their own backgrounds
 - attempt to engage their classmates' interest
 - respond to questions by elaborating or clarifying information
 - ask questions of other students to extend their understanding
 - listen attentively
 - support and encourage each other
- After an activity such as the *jour d'hiver*, students can reflect on what they have discovered by creating visual representations (e.g., sketch, collage, computer graphic) with captions. Look for evidence that they are interested in and aware of some aspects of Francophone culture in Canada. Provide opportunities for them to share and talk about their representations with a partner or small group.
- Encourage self-assessment by asking students to keep an up-to-date personal record of Fascinating Franco-Canadian Facts using symbols, drawings, and other graphics. Have students review their Fascinating Franco-Canadian Facts from time to time in response to prompts such as:
 - What are the two most surprising or unusual facts in your record?
 - When you look over the facts in your record, what questions about Francophone culture in Canada come to mind? How could you find out the answers?

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 1
- Savoir faire: Visages 1

PREScribed LEARNING OUTCOMES

It is expected that students will:

- make and respond to simple requests
- use greetings and expressions of politeness
- recognize and use formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

SUGGESTED INSTRUCTIONAL STRATEGIES

The emphasis at this level is on continuing to help students develop positive attitudes to learning and using French. Students may feel successful using the French they learned in Grade 5, but need the challenge of new topics and new situations.

Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.

- Using pre-framed models, have students role-play using greetings and expressions of politeness.

Sample Role-Play Frame

A. *Bonjour.*

B. *Bonjour.*

A. *Je m'appelle _____. Et toi, comment t'appelles-tu? (informal)/Et vous, comment-vous appelez-vous? (formal)*

B. *Je m'appelle _____. Ça va?*

A. *Ça va, merci. Et toi?/Et vous?*

B. *Comme-ci, comme-ça, merci.*

- Play Inside-Outside Circles. Have students form two circles, one inside the other. When the music begins, students walk in opposite directions. When the music stops, students quickly exchange greetings based on the situation described in English by the teacher (e.g., You meet a friend on the street. What is the first thing you say?) Students should have the opportunity to practise formal and informal modes of address.
- Have the class choose a topic for a survey (e.g., favourite food, actors, music) and brainstorm the vocabulary they need. Teachers should accept suggestions in English but record them in French. In pairs, students use a pre-framed structure to gather information (e.g., *Quel(le) est votre _____ favori(te)? Je préfère _____.*) At the end of the survey, students may graph the findings.
- Introduce students to the meaning and pronunciation of a variety of questions which they will use to complete a student "scavenger hunt" (e.g., *Est-ce que tu aimes, est-ce que tu manges, est-ce que tu parles?*)

Trouve quelqu'un qui...

Signature

1. *aime les carottes*

2. *n'aime pas le hockey*

SUGGESTED ASSESSMENT STRATEGIES

Assessment activities at this level should support students as they develop comfort and confidence in their emerging language skills. Students' enjoyment of language learning is a continuing priority. Students are expected to take risks and personalize their experiences, attempting to use previously learned structures. Assessment focusses on students' participation in speaking, listening, and viewing activities. Students demonstrate their learning orally and through visual representations.

- To assess students' abilities in a role play, game, or other oral interaction, look for evidence that they are able to:
 - use the structures and vocabulary they have practised
 - reproduce or approximate the pronunciation of the more familiar words they use
 - use appropriate intonation or emphasis
 - say the phrases they have practised smoothly, pausing after phrases or groups of words
 - recognize the difference between formal and informal forms of address
- To assess students' abilities in classroom oral activities such as surveys or class scavenger hunts, bring the class together to talk about how effectively they were able to use familiar structures and vocabularies in a new situation:
 - Which parts of the activity went well?
 - Did most people obtain the information they wanted? What helped?
 - Which questions were most difficult to ask? Why? What did you do to help others understand what you wanted?
 - How did you help others get the information they wanted? How did others help you?
 - What did you notice about your use of French?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 1, 2
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- extract specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' ability to use French is minimal, but their ability to access information and display it visually (in their own language) is already quite developed. As they apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with French materials.

- Have a Francophone guest (or student) demonstrate putting together a pizza. Students have a task sheet on which the steps are written in the incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their French names. Students then make a pizza collage with paper ingredients and give a commentary.
- Provide students with French travel brochures about a region. On a task sheet divided into times of day (*matin, midi, après-midi, soir*), students choose appropriate activities for a family outing and record them using key words and symbols.
- Have students look at a selection of age-appropriate articles and reference materials (such as *Hibou* magazine). From these, students select a topic and create a visual or multimedia display of what they have learned. The display should include some simple labels in French.
- Using children's French-language craft books or web sites, have students choose something they would like to make, such as a seasonal ornament. They make the object by reading directions in French and using visual clues.
- Have students watch several commercials shown during children's French-language television programs and note information about the names of products, types of product, and if they would purchase them or not. For each piece of information, students note any French words or expressions that helped them gain their information. Students pool their findings and create a classroom chart summarizing the findings.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they acquire. Assessment focusses on their ability to discover and use key ideas and overall impressions, along with selected details.

Assessment tasks should allow students to represent their understanding in a variety of ways that require minimal use of language.

- To assess students' understanding of key information in a cooking demonstration, look for their:
 - recognition of vocabulary related to ingredients, utensils, and cooking instructions
 - reproduction of some French vocabulary in understandable form
 - correct sequencing of steps in the cooking process
- As students work with French travel brochures to plan and report on activities that would be done at different times of day, look for evidence that they are able to:
 - approach tasks with confidence
 - make logical predictions
 - use strategies such as previewing, looking for cognates, using text features and context clues, and looking for patterns
 - recognize an increasing number of high-frequency words
 - focus on key information
 - tolerate ambiguity and persevere with a task even though they do not understand all of the material they need
 - explain the clues and strategies they used
- When students collect information from French-language materials and commercials and represent it visually through displays or collages or by classifying information, look for evidence of the extent to which they are able to:
 - identify key topics
 - recognize familiar vocabulary
 - tolerate ambiguity and persevere with a task even though they do not understand the entire piece
 - recognize the purpose or point of view
 - include relevant and accurate details

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 1, 2
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- respond to creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

By providing opportunities to experience creative works, teachers can encourage students at this level to enjoy the language in all its forms. Creative works might include a catchy song, a rhyming poem, or a big-book story. Students' comprehension of the work and their responses to it will rely heavily on visual and contextual support.

- Have students view an animated video and respond by recreating a favourite scene through role play.
- Have students view visual works such as French paintings and photos (originals, in a book, from a slide, or on the Internet). Students record the artist and title of the work and provide a personal comment.
- After hearing or viewing a simple story, have students select an event, image, or character to represent visually (e.g., in a drawing, collage, or computer graphic). Students present their illustrations and respond to questions from their classmates.
- While they listen to a contemporary song, ask students to find cognates and familiar words to predict the possible content or theme of the song. Point out key words to assist understanding of general meaning. Student groups could choreograph a dance to accompany the song, mime the meaning as the song plays, or lip-sync with it.
- Invite students to view and learn a French folk dance (e.g., la ronde).
- The teacher reads a picture storybook (e.g., *Joséphine*) or simple poem to the class. Students listen for familiar vocabulary and derive meaning from the visual and contextual clues. Students demonstrate their comprehension by recounting the story in English.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their interest and engagement in creative works through their participation, enthusiasm, and attentiveness. As they explore an increasing variety of genres, they begin to make generalizations about what they see and hear, and connect their experiences in French with those in other languages.

- In student role-play, look for evidence that they:
 - participate willingly
 - convey meaning
 - use familiar vocabulary and phrases
 - interpret the scenes correctly
- After students view visual works, consider how well they:
 - participate in the class and group process
 - recognize key themes
 - offer personal responses
 - correctly identify artists and titles
- When students present their illustrations and respond to questions, look for:
 - interest and engagement in the task
 - personal connection to the image selected
 - attempts to engage others in the selected scene, character, or idea
- When students perform their interpretation of a song, look for evidence that they:
 - participate willingly
 - understand the content
 - try to interpret the mood of the song
- When students learn folk songs and dances, look for evidence that they:
 - participate willingly
 - try to interpret the mood of the songs or dances
- While students are re-telling a story, look for evidence that they:
 - understand the story
 - recognize cognates
 - use visual aids to derive meaning
 - ask for clarification and repetition
 - are open to a variety of experiences
 - are willing to offer personal responses
 - are beginning to make generalizations

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 1, 2
- Savoir faire: Visages 2



Music CD

- Créer un monde de paix
- Loup du Nord

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of Francophone cultures that are different from or similar to their own
- give examples of the presence of Francophone cultures in their community

SUGGESTED INSTRUCTIONAL STRATEGIES

Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom experience and brings life to the study of French.

- Invite the class to brainstorm a list of all the special events celebrated by their families (e.g., Festival of Light, pow-wow, birthdays). Each student chooses an important family event and creates a poster, using symbols or drawings and some French terms. Students present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class chart. Headings might include: *Nom, Fête, Date, Faits intéressants*.
- After students present their family events, have them research a Francophone family event or celebration that is similar to their own. They may obtain information through travel agents, tourist bureaus, the Internet, and so on. Students present their findings to the class using visual prompts.
- Using the local telephone book, have students find Francophone resources, places, and associations.
- Have an ongoing letter or e-mail exchange with a Francophone school in Canada. Throughout the year, the corresponding class will be asked to respond to group surveys to determine preferences in sports, music, food, video games, etc. Collect or read letters before they are sent.

SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their own cultural experiences and engage in classroom cultural activities, their responses reveal the extent of their cultural understanding. Students' attitudes not only play a key role in their development of cultural understanding, but reveal the extent of their openness and interest through their participation and the questions they ask.

- As students present their special events or celebrations, look for evidence that they:
 - include all required information
 - speak clearly
 - have researched the topic
 - use visual prompts
- As students discuss cultural events and customs, observe and note evidence of their interest and understanding. For example, to what extent do students:
 - ask questions of each other
 - volunteer information about their own families and communities
 - speculate about reasons for particular customs or behaviours
 - offer to find out the answers to questions
 - volunteer information they have discovered about other cultures
- While students search through phone books, observe and note evidence of their interest and full participation in the activity.
- As students exchange letters, look for evidence that they:
 - ask appropriate questions
 - provide requested information
 - complete the task
- Using the information obtained in the surveys, students will speculate about how their lives might be different or similar in Francophone communities. Look for evidence that they:
 - participate in the surveys by voicing their opinions
 - recognize similarities and differences

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 1, 2
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- ask for and give simple information
- exchange information about themselves
- participate in classroom activities
- begin to derive meaning in new language situations

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are working with some memorized language and can begin to connect ideas to form complete messages or short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7.

- Pin a card with the picture or name of a famous person, cartoon figure, etc. on the back of each student. Students must ask each other questions in order to determine the names of the people on the cards. For example: *Est-ce que je suis un garçon ou une fille? J'ai quel âge?*
- Have students work in pairs. Each partner receives a map with different cities and their weather forecasts. Partner A's map is missing information found on Partner B's map and vice versa. Students must ask their partners questions to complete their maps.
- Have students work in groups of five to survey and take notes on each other's likes, dislikes, and interests. Possible topics include: *repas, animaux, jeux, films, and chansons populaires*. One person from each group records the information on a master tally chart and the class discusses the results (e.g., *Quelle est l'activité favorite de la classe? Combien de personnes aiment regarder les vidéos?*)
- Encourage students to keep an ongoing record of useful phrases and survival expressions such as:
 - *Répète, s'il te plaît./Répétez, s'il vous plaît.*
 - *Je ne comprends pas.*
 - *Tu veux être mon partenaire?*
 - *Qui est le chef du groupe?*
 - *Aide-moi, s'il te plaît./Aidez-moi, s'il vous plaît.*

SUGGESTED ASSESSMENT STRATEGIES

At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. When assessing student development, consider both the extent of their participation and their level of comprehensibility and understanding.

- As students try to determine the names on the cards, note the extent to which they:
 - participate in the activity
 - formulate questions
 - respond to questions
 - take risks to speak French
 - experiment with new vocabulary and structures
 - approximate French pronunciation
 - support and encourage each other to complete messages
- As students work in pairs to fill in weather maps, note the extent to which they:
 - use the vocabulary and structures they have learned
 - speak with appropriate intonation and emphasis
 - ask appropriate questions to retrieve needed information
 - use as much French as possible
 - fill in correct information
- When students report on group surveys, look for evidence that they:
 - report information accurately
 - use learned vocabulary structures
 - take risks to use newly acquired language
- When students keep a record of useful phrases and survival expressions, review the list for evidence that they:
 - add to the list
 - refer to the list when required

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 2, 3
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- extract and retrieve specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students who have frequently been invited to explore resources in French during previous grades are likely to approach such materials with a degree of confidence by Grade 7. Many students are ready to use age-appropriate materials to acquire information that is more detailed and specific. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. Greater familiarity with listening to French permits them to recognize known vocabulary in its written form and attempt to pronounce unfamiliar words that follow regular spelling patterns. The use of a French-English dictionary or a glossary helps students explore written material more independently and in greater depth.

- Invite a high school French student to class to give a short presentation about high school life. Students are to ask questions in French. Students then prepare a list of the three things they most look forward to.
- Obtain recorded telephone messages from Francophone businesses, agencies, or individuals. Students listen to find out such things as at what time a shop or agency opens.
- Have students select an article from a French-language youth newspaper such as *Rayon Jeunesse*, *Le journal des jeunes*, or *Carrières* and identify three interesting facts to report back to the class. Students present the information visually with some key French words.
- Have students bring in a collection of cereal box labels that promote games or contests in French. Using available resources, students try to follow the instructions for the games or contests and explain them to their group. Visual aids and props will help clarify explanations.
- Provide students with addresses to French-language web sites or a list of key words to search. Invite them to browse these sites and download information that answers specific questions. Ask students to report their results to the class.

SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students should also be expected to use some basic, well-practised French vocabulary and language structures. Linguistic requirements should be simple and require only a minimum of transfer or adaptation of patterns. Assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- While students are learning and playing games, assess their ability to:
 - recognize familiar French words in new contexts
 - use cognates to help them acquire meaning
 - use a French-English dictionary appropriately
 - use non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning
 - use their knowledge of common French-language patterns to make predictions and inferences
- When students are working on assigned tasks, use a class list to note observations about the extent to which they:
 - approach tasks with confidence
 - persevere—try different approaches or strategies when having difficulty
 - tolerate ambiguity—use the information they understand without being frustrated by gaps in their knowledge
- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount the key ideas or impressions
 - include relevant and accurate detail
 - reproduce some of the French words and patterns in an understandable form
 - organize and sequence their information appropriately (e.g., when giving instructions)

RECOMMENDED LEARNING RESOURCES



Print Materials

- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 2, 3
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- respond to creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level can recognize familiar language in creative works and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Given the opportunity to make choices, they will respond to creative works in personal ways, for instance, by designing a magazine cover or creating a captioned cartoon.

- Have students view a Grade 7-level French video, (e.g., *Bach et Bottine*). After the video, students work in groups to draw or produce on the computer posters depicting the content. Posters can be displayed around the room.
- Have students read a French fable (e.g., *Le Corbeau et le Renard*). After discussing the fable, students work in groups to create skits to demonstrate their understanding.
- Have students listen to songs in French. As they listen and follow lyrics sheets, they note repeated phrases, words, or rhythms. Groups then practise lip-sync routines which they present to the class.
- Have groups of students look at excerpts from French-language comic books such as *Astérix* and *Tin-Tin* and identify phrases or expressions useful for creating their own brief (six-to-eight frame) comic strips, modelled on those they have read. For example, students could create a simple story sequence using alternating frames of *Bonnes nouvelles* (e.g., *j'arrive à l'école*) and *Mauvaises nouvelles* (e.g., *je suis en retard*).

SUGGESTED ASSESSMENT STRATEGIES

As students develop their knowledge of and facility with French, they are able to experience and respond to an increasing range of creative works, including those they seek out themselves. Assessment information most often comes from observing students' participation and engagement, and reviewing their responses and reflections.

- As students work in groups to create posters depicting the content of the video, look for evidence that they:
 - are willing to engage in the task
 - convey the meaning of the video
 - demonstrate effort
- When evaluating students' skits, rate each aspect of their performance on a five-point scale where 5=excellent and 1=requirements not met. Students can assess their own performances and provide feedback to their peers using the same scale. For example, check if groups:
 - communicate clearly
 - reproduce French words and patterns in an understandable form
 - convey the message found in the creative work
 - participate in the group process
- As students listen to and lip-sync songs, look for evidence that they:
 - respond to the meaning as well as the sounds and rhythms
 - make connections with other music they have heard
 - are open and willing to engage in new experiences
- When evaluating the comic strips, look for evidence that students:
 - are willing to explore meaning
 - use appropriate greetings
 - use vocabulary that matches the illustrations
 - incorporate features from the French comic strip viewed
 - are willing to share work with others

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 2, 3
- Savoir faire: Visages 2



Music CD

- Créer un monde de paix
- Loup du Nord

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of Francophone cultures present in British Columbia and Canada
- compare the daily lives of students in Canadian Francophone communities to their own lives

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities in class to explore aspects of their family and community traditions in order to see the similarities that exist beneath surface differences. Students will also begin to explore and experience, where possible, the Francophone presence, both historical and current, in British Columbia and Canada.

- Have students examine a map of British Columbia for place names of French origin. Students do the same with maps of other provinces, listing place names. Help the class make observations through questions such as: Where are French names clustered together (other than Québec)?
- Have students exchange e-mail or letters with Francophone Canadian students. Letter topics could include school hours, subjects, and pastimes. After exchanging letters, students reflect on the results by responding to prompts such as:
 - Something that surprised me about the results was _____.
 - Something predictable was _____.
 - Something I liked was _____.
 - Something I disliked was _____.Students then chart the information.
- Have students work in groups to find information about Francophone businesses or families in BC. Students may search newspapers or the Internet, or refer to *Annuaire*, published by La Fédération des Francophones de la C.-B. Have them share their information, create a class chart, and discuss the types of organizations and businesses in operation.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment should be based on students' growing understanding that some of their family traditions are similar to the traditions of others and some differ, but all are valid. Some students may feel uncomfortable sharing aspects of family life with the class. Their feelings should be respected; teachers should give students alternative ways of demonstrating their understanding. Students should also be expected to show a growing awareness of Aboriginal Peoples and Francophone and other ethnic groups in Canada.

- As students consult maps to find place names of French origin, note the extent to which they:
 - identify French place names
 - notice clusters
 - recognize Francophone words, names, and derivatives
- As students reflect and report on their letters, look for evidence that they:
 - asked for and received appropriate information
 - understand the similarities and differences between communities
 - represent the information clearly
- After creating a class display about the Francophone presence in BC, have students write paragraphs about what they learned. Look for evidence that they:
 - express interest in Francophone culture
 - notice key aspects of Francophone culture in their communities
 - make generalizations about the information presented
- When students collect information about businesses and organizations in the local French-speaking community, look for evidence that they are able to:
 - identify unique features of the organizations or businesses
 - describe features the businesses share with other organizations in the community
 - identify contributions the organizations have made to the local community
 - draw logical conclusions or generalizations from the information they present

RECOMMENDED LEARNING RESOURCES



Multimedia

- Acti-Vie 2, 3
- Savoir faire: Visages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- ask for information, permission, and clarification
- share information about activities and interests
- participate in familiar activities (real or simulated)
- classify events as past, present, or future
- derive meaning in new language situations

SUGGESTED INSTRUCTIONAL STRATEGIES

Grade 8 students use French as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking and multiple opportunities to practise and develop the language in new and interesting contexts and in different groupings—pairs, small and large groups, and individually.

- In pairs, have students role-play making plans for the weekend with their friends. They should include activities both partners like to do, referring to places, times, and people, and including any new expressions or ideas used in class.
- In groups, have students create a game show with real or imaginary contestants. This show should use simple questions and answers. Imaginary prizes and theme music might add to the atmosphere. In the questions and answers, students should include activities the contestants like to do, places they like to visit, people they admire, and any new expressions learned in class.
- Have students find out the birthdays of three classmates, then exchange information about celebrating their birthdays (e.g., *Avec qui? Où? Qu'est-ce que tu aimes faire?*)
- Have students bring into class objects that are representative of their elementary school years (e.g., sports-day ribbons, art projects, photos, special objects). In small groups, they explain why the objects were important. Encourage them to share information about their objects in French.
- Provide students with a skeleton letter to adapt by adding information about themselves or about themselves as imaginary or famous characters of their choice. In their letters they can use familiar questions already practised to receive information. These letters could be distributed within the class, e-mailed, or sent to an exchange class. Before sending the letters, have students carefully check their language structures and spelling by using reference materials and by consulting with partners and the teacher.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 8, writing is added to the group of skills assessed. Writing is the easiest form of communication to assess because it can be collected and analysed; however, it should not be overemphasized at the expense of oral skills. As students develop oral and written skills, errors are a natural and predictable part of language development, and provide valuable information to both learner and teacher. When students understand the role of errors, they are able to make confident decisions about when to take risks, and when to edit carefully for accuracy.

- Use a class list to record observations of students' oral interactions as they engage in class and small-group tasks. Observing three to four students per period during oral activities will provide useful information for ongoing oral assessment. Alert students to the specific criteria or features that will be recorded. Possible criteria include noting the extent to which students:
 - volunteer useful questions and information
 - use and practise recently acquired vocabulary or structures
 - make their messages understandable and appropriate
 - support meaning with gestures, intonation, and body language
 - persevere in French when they cannot understand or be understood at first (e.g., repeating, rephrasing, attempting to self-correct, using gestures)
 - take risks to include interesting information or language
 - support and encourage other students when they speak in and listen to French
- Assess students' penpal letters before they are sent. Criteria might include:
 - contains complete sentences which convey information about themselves or their chosen character
 - uses questions and other language structures practised in class
 - shows evidence of self-correction
 - errors do not interfere seriously with the message

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 3
- Entre amis Series, Level 1
- J'arrive vite et bien
- Savoir faire: Passages 1

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract, retrieve, and process specific information from French-language resources to complete authentic tasks
- express acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level are generally interested in acquiring information about things when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate French-language materials and keep the tasks fairly simple.

Students need acquire only the information required to complete the task successfully. The format and context of the information should be familiar to them (e.g., teen magazine survey, newspaper or television ad, penpal letter, e-mail, web site).

- Give students a French-language map. Have them choose two points of interest, then write a note that gives directions to a friend who will meet them at their destination.
- Show students a French-language video, asking them to note key information about character and plot. Using this information, they role-play a scene from the movie, write a new ending, or prepare a poster describing the movie.
- Have students listen to or view sports highlights in French and identify key information such as scores, star players, and league standings.
- Give students a French-language train or bus schedule or have them find one on the Internet. Have them plan a single-destination journey and give travel details visually, orally, or in writing to a friend who will meet them on their arrival.

SUGGESTED ASSESSMENT STRATEGIES

In a communicative-experiential approach to language learning, students acquire and use information to complete realistic tasks. The purpose or task dictates what information is needed; students demonstrate their skills and strategies by how they use and present the information to complete the task. Assessment of these skills usually occurs in the context of an integrated communication task where teachers assess several curriculum organizers at the same time.

- As students plan their notes to a friend or their journeys, note the extent to which they:
 - offer complete, detailed information
 - use information that is accurate and appropriate
 - incorporate useful vocabulary, expressions, and language structures
- To note key information from a Francophone video, students complete a viewing *fiche*. Look for evidence the *fiche* summarizes:
 - main characters (age, brief descriptions)
 - setting
 - conflict
 - main events
- As students role-play a scene from a movie or a new ending, assess them for:
 - clear communication
 - direct reference to details provided in the original source
 - appropriate vocabulary and language structures
 - supportive interaction
- When looking at students' posters, look for evidence that the information is:
 - accurate and complete
 - displayed clearly and in a logical fashion

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Acti-Vie 3
- Entre amis Series, Level 1
- J'arrive vite et bien
- Savoir faire: Passages 1

PREScribed LEARNING OUTCOMES

It is expected that students will:

- respond to authentic creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

At this age, students develop a strong interest in popular culture in the form of rock videos, popular music, and films. They require opportunities to experience works by Francophone artists and actors (perhaps in video clips or on web sites). They enjoy using their growing language skills in activities that involve personal choice, such as selecting and discussing their favourites with classmates.

- After hearing a French song or viewing a video, have students create CD covers or video cases to promote it.
- Have students examine a variety of cartoons or comic strips from French-language resources. Explain that comics are widely accepted as a reading resource in Québec and France. Students might select familiar situations and create five-to-eight-frame cartoons, using expressions they have noticed.
- With the screen darkened, present a short French-language video or scene from a video. Students in groups listen for words they recognize, for characters presented, and for action that may be occurring. After groups pool their findings, show the video to confirm predictions and clarify meaning.
- Have students listen to a song, following the lyrics and noting cognates and familiar words. Together they try to predict the meaning and respond to the song by writing and illustrating their favourite lines or verses.
- Have students examine French fashion magazines and create collages with captions to represent French fashion. They could also present a fashion show with a simple commentary.
- Students' notebooks or portfolios should document new language expressions, vocabulary, and structures.

SUGGESTED ASSESSMENT STRATEGIES

Encourage students to choose from a variety of ways to respond to a creative work and say why they responded that way. Assessment at this level should reflect students' emerging ability to use French to express their thoughts, feelings, and reactions to creative works.

- As students work in groups to create CD covers, video cases, or cartoons, note the extent to which they:
 - convey the visual image clearly
 - attempt to appeal to an audience
 - offer complete, detailed information
 - incorporate familiar and practised expressions, language structures, and vocabulary
 - model aspects of French language from CDs, videos, or cartoons
- When students view videos, listen to music, and read magazines, assess their personal response by looking for evidence that they are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate personal responses using French
 - willing to take risks in their responses and predictions

Each task will have its own specific criteria.
- Have students keep a section of their notebooks or journals for responding to creative works. They might keep logs where they record and comment on experiences with French creative works, or they might write summary reviews or reflections looking back over the creative works they have encountered during a term or semester, identifying those that have had the greatest impact or most closely reflect experiences they have had in English or other languages. They may also want to describe the ways in which their responses or ideas have changed.

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series



Multimedia

- Acti-Vie 3
- Entre amis Series, Level 1
- Savoir faire: Passages 1

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of Francophone cultures in Canada and the world
- identify and compare the activities and interests of young people in Francophone communities to their own

SUGGESTED INSTRUCTIONAL STRATEGIES

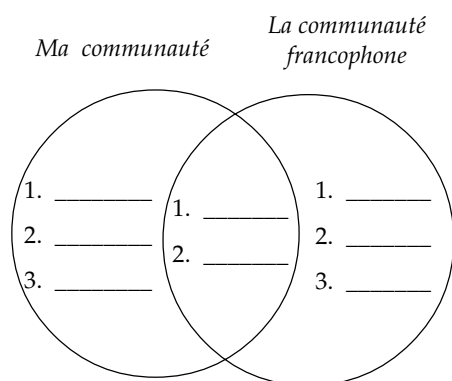
By exploring the similarities and differences in activities and interests that exist in their community, students can see that these shared experiences form part of their culture. Their understanding of Francophone cultures deepens when they have opportunities to explore the variety of Francophone cultures in Canada and around the world.

- Invite the class to brainstorm a list of community activities and interests such as special days and events, sports tournaments, fine arts productions, and historical attractions. Students could compare these to activities and interests in a Francophone community by formulating key questions, then interviewing a Francophone within the community or using other resources, electronic or otherwise.
- In small groups, have students research food specialties of Francophone regions such as Louisiana (Cajun potatoes), Québec (*poutine*), Madagascar (vanilla tea), Switzerland (chocolate), or Haiti (tropical fruits). Students prepare one-page reports which they present to the class with recipes to include in a class recipe book.
- View a fiction or documentary video sequence illustrating aspects of life in a Francophone region such as social interaction, housing, shops, school, or work. Ask students to identify three or four aspects that strike them as interesting. Students can use a Venn diagram to compare how these situations might look in their own community. Students could also write postcards home telling what they observe.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are encouraged to use French in cultural activities; however, assessment of this organizer focusses on cultural outcomes and not on students' facility with oral or written languages.

- Using a Venn diagram as a graphic organizer, students compare activities and interests in their own community with those of a Francophone community. They then list two conclusions or key observations. Look for evidence that students are aware of the role of community activities and interests in their lives and are able to identify similarities and differences with Francophone communities.



- To assess students' oral and written reports on Francophone cuisine, look for evidence that they:
 - use accurate, appropriate, and complete information
 - attempt to appeal to an audience
 - incorporate necessary vocabulary and expressions
- As students present their reports on the specialty cuisine of a Francophone region, the rest of the class records information on a world map, using icons to represent the various specialties. Assess the map in terms of:
 - complete and accurate information
 - clarity of presentation
- After viewing a video set in a Francophone region, look for evidence that students:
 - notice cultural elements
 - are interested in and curious about cultural differences

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series



Multimedia

- Acti-Vie 3
- Entre amis Series, Level 1
- Savoir faire: Passages 1

PREScribed LEARNING OUTCOMES

It is expected that students will:

- ask for assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, places, and things
- arrange events in past, present, and future
- participate in selected meaningful, real-life situations

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students, such as ordering a meal or buying a gift.

- Have students prepare oral or multimedia introductions of their favourite songs, music videos, movies, or television shows including basic information about titles, artists, styles, and personal reactions. Students should adjust their presentations to use familiar and practised expressions and vocabulary and use prompt notes to assist if necessary. They should also include short and appropriate excerpts of their choice. To extend this activity, the teacher might introduce Francophone CDs and videos.
- In small groups, ask students to exchange preferences of fun things to do on a weekend. Then, with partners, they prepare dialogues in which they decide together where to go, exchanging opinions and giving reasons.
- Have students interview partners to find out about their favourite activities, friends, music, classes, most prized possessions, and personal qualities. Using this information, students create *bio-fiches* about their partners. The *bio-fiche* forms the basis for an oral presentation in which students describe their partners to the class.
- Have groups organize a small garage sale or a class flea market, real or simulated. Purchasers and vendors can concentrate on expressing their needs and desires as they make their transactions.
- Have students plan a “mystery tour” for their classmates. Using a map of the community, students interact with classmates to lead them to the mystery destination by asking questions and giving directions.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 9, assessment continues to focus on communication of meaning, with an increasing focus on student interaction. Some of the activities assessed involve spontaneous communication, where the focus is on students' strategies for expressing and understanding meaning. When students have had opportunities to practise and receive feedback before making presentations, more attention can be paid to accuracy than in their spontaneous interactions.

- When students make presentations they have practised (e.g., oral or multimedia presentations, role plays for presenting *bio-fiches*), criteria can focus more on the degree of fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, the criteria might assess the extent to which:
 - presentation is fluent (e.g., shows evidence of practice and preparation)
 - pronunciation and intonation are appropriate and support communication
 - message is comprehensible
 - information is complete (e.g., includes reasons and support for opinions where needed)
 - information is appropriate and relevant
- Have students demonstrate their ability to apply vocabulary and structures they have learned to new situations by performing spontaneous role plays or mystery tours. Provide students with a short list of key features or criteria the teacher will be looking for. For example, students:
 - adapt the language structures they practised to convey meaning in a new context
 - clearly convey their preferences, giving reasons
 - approximate pronunciation and intonation when asking or answering questions
 - show evidence of anticipating and planning ahead for communication
 - attempt to support each other (e.g., by speaking carefully, using gestures)

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Entre amis Series, Level 2
- Des chansons québécoises sans frontières
- J'arrive vite et bien
- Savoir faire: Passages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- extract, retrieve, and process information from French-language resources to complete authentic tasks
- explain acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students will be motivated to acquire information from authentic materials when the purpose is practical and relevant to their age, such as meeting a friend at a bus depot or choosing a fast-food restaurant.

- Have students review a variety of restaurant menus in French and practise ordering a meal. Then groups of three role-play a restaurant scene. One student is the waiter and the other two are customers who each order three items using the menus they are given. Students could also conduct a class survey of preferences and eating habits or compare menus with the Canada Food Guide.
- After students examine several examples of classified advertisements in French, have them create a classified section for the classroom notice board. Students both prepare advertisements and respond to advertisements. When responding, students should make appropriate inquiries about the ads, such as details about the objects for sale, when they can be viewed, and where to go to see them.
- Have students telephone Francophone businesses or organizations to find out their hours of business.
- Have students read several letters in youth magazines, noting the topics discussed, opinions, and language expressions used. Students then write their own letters to the magazines or to penpals.
- Have students choose articles from French-language youth magazines and generate four questions about the most interesting facts. Students then exchange their articles and questions with partners and answer the student-generated questions.
- After reading a series of brief French-language articles on the same topic, students create publicity posters that summarize the information they have collected.
- Have students watch a current French-language television program for one week. After viewing, have students complete worksheets based on the programs.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and strategies in the way they approach and work with the materials, as well as the way they represent the information they acquire.

- After students have explored a variety of restaurant menus in French and role-played ordering a meal, look for evidence that they are able to:
 - identify menu items they want
 - order appropriate items in comprehensible French
 - clarify information such as prices
 - Students use the classified ad format to prepare “for sale” advertisements in French for real or imagined objects. Other students respond in telephone role plays. Criteria for assessment might include noting whether or not students:
 - use the appropriate format
 - write clearly in simple French
 - refer to information in the ads during their “calls”
 - interact in French to complete the task
 - When looking at students’ posters, look for evidence that the information is:
 - accurate and complete
 - written in understandable French
 - displayed in a logical way that enhances meaning
 - Students watch a French-language television program for one week. They complete viewing *fiches* that summarize:
 - main characters (age, brief descriptions)
 - setting
 - conflict or action in the episode
 - conclusion of the week’s action
- Look for evidence that the information is accurate, complete, relevant, and written in understandable French.

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Le magazine” Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Entre amis Series, Level 2
- Des chansons québécoises sans frontières
- J’arrive vite et bien
- Savoir faire: Passages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- reflect on and respond to authentic creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

The range of creative works which students can experience will increase greatly when schools keep up-to-date collections of audio CDs, videos, and CD-ROMs. Directing students to current Internet sites will also encourage and sustain their interest in creative works.

- With a partner or in small groups, have students choose French-language songs and present them to the class describing:
 - the artists
 - the lyrics
 - the styles of music
 - why they have chosen the songs
 During presentations, students keep a tally of the song titles and artists mentioned to give an overview of class preferences. Students could respond to a song by creating pictures, filming music videos, performing lip-syncs, or designing web fan clubs.
- Have students choose French poems to read or memorize and set to music. After practising their poems, they hold a class poetry presentation with accompanying background music.
- As students watch a selection of French-language music videos, have them record the details in an ongoing log noting names of artists, rank on charts, titles of songs, personal preferences, and other relevant information.
- Have students watch a short French-language video. After watching the video, students write reviews. The reviews could include information such as story line, characters, targetted audience, rating, and setting.
- Have students search the Internet for art galleries in a Francophone city. After choosing a gallery, students create ads for current exhibits.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience and respond to an increasing range of creative works, including music and other works from popular culture designed for their age group. Students reveal their development in the choices they make and in their efforts to find and share creative works from popular media, as well as in their oral, visual, and written responses.

- When students present French-language CDs or other creative works they have chosen, look for evidence that they are:
 - willing to go to some effort to consider works or experiences not presented in class
 - making connections between other experiences and preferences, and their responses to the works they are presenting
 - able to present reasons and details to support their views or preferences
 - willing to take risks to use new vocabulary, structures, or formats
 - interested in the works presented by other students (e.g., listening attentively, asking questions)
- When students read their poems, observe and note the extent to which:
 - reading reflects an attempt to refine pronunciation
 - intonation is appropriate to the meaning
 - students are able to justify their choices of music
- After watching and discussing a variety of music videos and completing ongoing logs, students write short paragraphs on *Mon vidéo préféré* that include descriptions of the video and reasons why they liked it. Note the extent to which students:
 - identify the key topic or theme
 - offer reasons to justify their preference
 - take risks (e.g., attempts to include interesting details)
 - communicate meaning clearly
- To assess the art gallery ads, look for evidence that students:
 - use accurate, appropriate, and complete information
 - attempt to appeal to an audience
 - incorporate necessary vocabulary, language structures, and expressions

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Le magazine” Anthology Series



Multimedia

- Entre amis Series, Level 2
- Des chansons québécoises sans frontières
- Savoir faire: Passages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- identify and compare Francophone cultures from around the world
- distinguish similarities and differences between their own customs and those of Francophone cultures
- identify language, expressions, and behaviours that suit cultural context

SUGGESTED INSTRUCTIONAL STRATEGIES

When cultural differences are celebrated for the richness, interest, and colour they bring to the language class, students share their customs more openly and accept those of other groups more readily.

- Have students imagine they have just completed a trip to a Francophone country. In order to encourage other students to travel, they give oral or multimedia presentations. Presentations should include details about how students spent a typical day and how this compares with a similar day at home.
- Ask students to examine French-language resources such as video excerpts, web sites, advertisements, schedules, menus, recipes, and brochures of Francophone regions around the world. Students identify cultural elements such as body language, greetings and leave-taking, fashion, settings and surroundings, routines, and prices. In groups, students then pool their results, which could be presented to the class using oral, visual, or multimedia methods.
- Students compare a typical family menu for a festive meal in a Francophone region to a traditional Canadian menu and variations from students' own homes. They might also choose Francophone dishes to make at home for a class festival at which recipes are shared and dishes tasted. Some students may want to give simple cooking demonstrations in French.
- Show a series of slides or video excerpts that reflect everyday life in a Francophone country (e.g., shopping habits, transport, food preparation). Have students note similarities and differences to their community on a two-column sheet labelled *Ici/Le pays francophone*.
- Ask students to identify French idiomatic expressions encountered in reading, viewing, and listening activities. Encourage students to maintain ongoing lists of idioms with their contextual meanings.
- Have students choose idiomatic expressions such as *faire le plein* and illustrate them.

SUGGESTED ASSESSMENT STRATEGIES

Assessment activities should encourage students to build on their knowledge of Francophone cultural practices and reflect on the added interest which variety brings. As students talk and write about their developing knowledge, look for evidence of openness to and interest in diversity, as well as increasing knowledge about cultural comparisons.

- To assess students' oral, visual, or multimedia presentations, consider the extent to which they:
 - offer complete and detailed information
 - highlight differences and similarities in activities and customs
 - offer personal reactions to those comparisons
 - attempt to appeal to an audience
 - incorporate necessary vocabulary and expression
- When students compare and present menus or festive meals, look for evidence that they are:
 - willing to go to some effort to research Francophone cuisine
 - making connections between their own traditions and Francophone traditions
 - able to present accurate and detailed information
 - willing to take risks to use new vocabulary and language structures
 - interested in the works presented by other students (e.g., listening attentively, asking questions)
- When students create lists (*Ici/Le pays francophone* or idiomatic expressions) review the list from time to time for evidence the information is:
 - accurate and complete
 - interpreted appropriately
 - presented clearly
- When looking at students' illustrations, note evidence that they:
 - present information accurately and completely
 - display information in logical ways that enhance meaning
 - convey visual images clearly

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series



Multimedia

- Entre amis Series, Level 2
- Des chansons québécoises sans frontières
- Savoir faire: Passages 2

PREScribed LEARNING OUTCOMES

It is expected that students will:

- explain how to do everyday activities or procedures
- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- express statements in past, present, and future
- participate in a variety of meaningful, real-life situations

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of this organizer. While emphasis remains on the practical and everyday use of language, students' descriptive abilities include linking and sequencing of narrative.

- Have each student present three different pieces of music to the class, giving reasons why they evoke certain emotions. Classmates respond on task sheets, indicating their personal responses to each musical selection and whether they agree or disagree with the emotions described by the presenter.
- In groups, students plan what they need for dream vacations (encourage creative destinations such as the Himalayas, Tierra del Fuego). They also explain why each item will be necessary. Others may guess the general destination of the trips based on the items required.
- Have students prepare demonstrations of how to put together their favourite healthy snacks. Demonstrations should include step-by-step descriptions of the recipes, with written, visual, or electronic aids. The recipes can be collected to make a class cookbook.
- Have students prepare and practise dialogues or role-plays with their partners. Possible situations could include:
 - planning an outing with a friend
 - teaching a friend how to do something
 - discussing a television show or film
 - joining a school club or team
- Ask students to share information related to films they have seen recently and enjoyed. Information should include leading actors, genre of the film, quality of the performance, setting, and brief plot summary. After listening to descriptions, other students select one or two films they would like to see and give reasons why. Students might enjoy writing film reviews, creating posters advertising the films, or designing web sites for the films. Students should include plot summaries along with other information.

SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions and presentations using vocabulary and structures they have memorized. The focus of assessment continues to be whether or not students are able to understand and convey meaningful messages. Where students have had opportunities to use resources, practise, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize correctness to the extent that students are afraid to take risks that are essential to their language development.

- When students prepare and practise oral presentations or demonstrations, provide a short list of key features or criteria for assessment, including:
 - language is understandable
 - necessary and new vocabulary, language structures, and expressions are incorporated
 - information is relevant, complete, and accurate
 - presentations flow smoothly
 - preferences are conveyed clearly and reasons are given
 - pronunciation and intonation are accurate
- When students are engaged in role plays or dialogues, use a checklist to assess the extent to which they are:
 - actively engaged in the interactions
 - able to sustain interaction, taking risks with the language to extend their language boundaries
 - able to support meaning with gestures, interaction, and body language
 - able to sequence events clearly and appropriately
- When students create posters or design web sites, look for evidence that they:
 - convey visual images clearly and creatively
 - appeal to an audience
 - offer complete, detailed, descriptive information
 - incorporate familiar and practised expressions, language structures, and vocabulary
 - take risks with language to extend their language boundaries
 - model aspects of French language from movie posters or existing web sites
 - provide accessible and retrievable web site information

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Le magazine” Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Entre amis Series, Level 3
- Des chansons québécoises sans frontières
- Savoir faire: Passages 3



Video

- Jeunes Francophones
- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- retrieve, process, and adapt information from French-language resources to complete authentic tasks
- explain in detail acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

By now, students are able to use many strategies to enable them to identify key information in authentic documents. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.

- After reading the entertainment page from a French-language newspaper, or reading or listening to reviews on television or a web site, have students decide which films, concerts, or theatre productions they will attend, when, and where. They exchange this information with partners and arrange to attend an event together.
- Using documents prepared for new drivers, have students identify key information for role plays in which they explain to a friend how to get a driver's licence.
- Have students examine employment advertisements in a French-language newspaper or on a web site and choose positions for which they would like to apply. Students can also use information from publications created to assist young people in finding part-time and summer employment. With the help of the information in these publications and a general discussion on part-time jobs, students write letters, compile résumés, or role-play job interviews.
- Have students choose interesting articles from youth magazines, newspapers, or web sites (e.g., *Étincelle*, *Vidéopresse*, *Le Journal des jeunes*, *Chez Nous*) and note three interesting facts to present to the class or a group. As a follow-up, students could write letters to the editor or design fact-quizzes for classmates.
- Ask each student to select a French-language television or radio program to tune in to each day for one week. During this time, students keep logs in which they record information about their selected programs, as well as reflections on their developing language skills.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of print materials, media, and the Internet to locate information required for tasks. Assessment considers both the processes students use—the skills, strategies, and approaches they employ to acquire information from resources—and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.

- Rate each aspect of role-play performances or oral presentations on a five-point scale where 5=excellent and 1=requirements not met. Students can assess their own performances and provide feedback to their peers using the same scale. For example, check if partners:
 - include accurate and relevant information
 - communicate clearly
 - make direct reference to details provided in the original source
 - use appropriate vocabulary and language structures
 - sustain interaction and support each other with questions, prompts, and body language
- Assess written assignments using criteria similar to those used above for oral presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is effectively organized and easy to follow
- For the television or radio program assignment, have students keep logs to prompt self-assessment and reflection. Look for evidence that students:
 - complete entries for each day
 - set personal language goals and monitor their own progress
 - identify what they understand of each day's program
 - show evidence of using appropriate language-learning strategies

RECOMMENDED LEARNING RESOURCES



Print Materials

- “Le magazine” Anthology Series
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Entre amis Series, Level 3
- Des chansons québécoises sans frontières
- Savoir faire: Passages 3



Video

- Jeunes Francophones
- Le café des rêves

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- discuss and respond to authentic creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students will be able to experience a range of creative works and may bring examples from outside the class. Engagement in activities increases when students can make personal choices and when they are encouraged to respond creatively from a variety of options.

- Over three or four lessons, have students watch a French-language film and complete a variety of tasks to assist comprehension of the film, such as stopping the video to make predictions, webbing character traits, mapping the storyline, or impersonating the main characters in an interview. They can create posters to publicize the film, including short *communiqué de presses* with details about when and where it is playing and a plot summary. Students can use these posters to conduct role plays about going to see the film.
- Have students in groups choose their favourite cuts from a variety of French-language CDs and put together music awards ceremonies for the class. Students make nominations in French and give as much background information as possible. Categories chosen by students could include *meilleure chanteuse*, *meilleur groupe*, and so on.
- Have students read a selection of French-language children's stories and then select one of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify the meaning
 - role-play a story
 - retell a story
 - change one element of the story all the way through
 - record a story on audio cassette
 - create a multimedia presentation

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, the range of response activities they can engage in increases. Teachers frequently collect assessment information by observing presentations and listening to discussions, as well as by reviewing visual and written representations.

- When students role-play going to see a film or retell or role-play a story, assess them for:
 - clear communication
 - direct reference to details provided in the original source
 - appropriate vocabulary and structures
 - credible and comprehensible interaction
- In students' visual presentations (e.g., film posters, pattern books, story illustrations, multimedia presentations) look for evidence that they:
 - respond to and represent key ideas, events, or themes
 - draw attention to unique or unusual features
 - add interest by providing details, images, and elaboration
- When groups of students rehearse and present their music awards, ask each group to develop a peer-feedback or audience-response form so their classmates can offer responses and constructive advice. After the performance, have students summarize the peer responses and offer a self-assessment of their group's presentation, in which they focus on strengths, special features, areas that need improvement or did not turn out as planned, and what they learned.
- Occasionally have students reflect on and self-assess their responses to creative works by responding orally or in journals to prompts such as:
 - *J'aime écouter des matériaux en français quand _____.*
 - *J'aime surtout le poème, l'histoire, ou la chanson _____ parce que _____.*
 - *J'aime le genre de musique, d'histoire, de poème, ou de film _____ en français et en anglais parce que _____.*
 - *J'aime plus les chansons, les histoires, et les films quand _____.*

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series



Multimedia

- Entre amis Series, Level 3
- Des chansons québécoises sans frontières
- Savoir faire: Passages 3



Video

- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- describe ways in which the French language has influenced other languages
- compare and contrast their own customs to those of Francophone cultures
- identify and compare language, expressions, and behaviours that suit cultural context

SUGGESTED INSTRUCTIONAL STRATEGIES

Students in Grade 10 are working hard to establish their own identity while at the same time wondering how they compare to others. To help them shape their own identity while respecting others, they examine the role of cultural practices and traditional language patterns.

- Organize students into groups to figure out the rules and materials for games played in Francophone cultures, such as *pétanques* (research could be done on the Internet). Have the groups demonstrate the games to the class. They could compare the rules and etiquette to other similar games and watch to see the games being played in movies or stories. The class could hold a *pétanques* tournament. In a class discussion, students may use their own experiences to speculate on the importance of games in community life.
- Have students compare a tale from Québec folklore with one from their own culture. Groups of students could select scenes from the Québec folktale to act out in French, rewrite the ending, or video-tape a modernized version. Have students discuss plot, theme, moral, and other elements of the story.
- Show a video or film set in a Francophone area. Ask students to list, illustrate, or chart elements other than language that suggest the film is set in a Francophone area. As a follow-up activity, students could describe how scenes would look if the story took place this year in British Columbia.
- Have students brainstorm lists of French words or phrases commonly used in English (e.g., *casseroles*, *croissant*, *bon voyage*) and English words or phrases commonly used in French. These may be encountered in the authentic materials read or heard in French class, or outside of class, such as in sports broadcasts. Encourage students to maintain ongoing lists of words or phrases. As a follow-up activity, students compose paragraphs or humorous anecdotes using as many words from their lists as possible.

SUGGESTED ASSESSMENT STRATEGIES

Assessment includes activities that show a growing awareness of Francophone cultural practices and French idiomatic expressions. Activities should also encourage students to reflect on and make comparisons among Francophone cultures, Canadian cultures, their own, and the cultures of their friends.

- To assess students' ability to examine their own customs and compare them to those of Francophone cultures, have students work in groups to learn about games from other eras, cultures, or regions and teach them to others. Work with students to develop criteria for assessment and feedback on the presentations. For example:
 - directions are clear (e.g., props and visuals simplify complex ideas)
 - game is interesting or fun
 - group explains the cultural importance of the game
 - group makes connections to other more familiar activities and games
- When students rewrite or modernize folk tales, consider the extent to which they:
 - make changes appropriate to the new contexts
 - demonstrate interest or engagement in Francophone elements
 - show creativity and risk-taking in their revisions
- When students develop cultural comparisons, look for evidence that they:
 - recognize similarities and differences
 - go beyond surface details to deal with subtle and complex aspects of culture
 - demonstrate respect for cultural diversity
- When students create lists of words or phrases shared by French and English, look for evidence that the lists are accurate, complete, and presented clearly.
- To assess students' anecdotal paragraphs, look for evidence that they:
 - are able to recognize French words used in English
 - are interested in relationships between the two languages
 - make efforts to use words appropriately

RECOMMENDED LEARNING RESOURCES



Print Materials

- "Le magazine" Anthology Series



Multimedia

- Entre amis Series, Level 3
- Des chansons québécoises sans frontières
- Savoir faire: Passages 3



Video

- Jeunes Francophones
- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- discuss plans related to common activities
- exchange opinions on topics of interest, giving reasons and reactions
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

SUGGESTED INSTRUCTIONAL STRATEGIES

As students support and encourage each other on a regular basis, they are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently.

- Hold brief, weekly discussions to give students the practice they need to develop their communicative skills. Topics might include past celebrations, news items, unforgettable moments, or the best gifts ever received. Students can explore these topics in journals, giving them an opportunity to clarify their thinking and refine their communications. These topics could also be explored in penpal/e-mail exchanges.
- Ask students to form small groups to brainstorm reasons why adolescents smoke and why smoking is harmful. After group discussions, students complete a questionnaire on smoking habits. The whole class could identify the three most common reasons for smoking. In pairs, students share opinions and reasons for prohibiting smoking in public places and then present their ideas to the whole class. Students could access federal government or health association web sites for further information.
- Invite students to role-play various common situations, giving time for preparation but not requiring memorized scripts. Situations might include:
 - planning a camping trip for a week (discuss where to go, equipment, supplies, method of travel)
 - visiting a travel agent to make plans for a trip to a chosen destination in the Francophone world (discuss budget, transportation, dates, hotels, special requirements)
 - taking an important phone message and then conveying the information to the person meant to receive the message
 - applying for a driver's license
 - buying supplies for a party

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly involves situations or tasks designed to help students develop and demonstrate their growing language facility. Self- and peer assessment continue to be important ways of supporting students as they acquire and practise useful vocabulary, structures, and interactions.

- Assess students' oral work for evidence that:
 - information is complete
 - verb tenses support communication and show some refinement
 - presentation is clear, and pronunciation and intonation support meaning
 - narration of events is comprehensible
 - some detail is provided
 - preparation has occurred (e.g., students speak confidently with minimal support)
- Assess students' writing for evidence that:
 - meaning is clear
 - supporting detail, reasons, or examples are included
 - a variety of vocabulary and expressions are used
 - time sequence is clear with appropriate use of transitions (*au début, puis, après, finalement*)
- As a class, determine key behaviours or criteria for students' daily oral communication in class. Have students list these in their journals and take a few minutes at the end of each class to rate their own behaviour in each category (e.g., strong, satisfactory, weak). Consider using a similar checklist or scale for recording teacher observations. Criteria might include evidence that students:
 - volunteer questions and information
 - take opportunities to practise newly acquired vocabulary and structures
 - persevere in French (e.g., repeating, rephrasing, attempting to self-correct, using gestures) when they cannot understand or be understood
 - support and encourage other students when they speak in or listen to French
 - take risks to use unfamiliar language
 - self-monitor and attempt to correct recurring or significant errors

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Rencontres
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Des chansons québécoises sans frontières
- En direct 1
- Savoir faire: Voyages 1
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- retrieve, research, and use relevant information from French-language resources to complete authentic tasks
- summarize acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, many students are able to retrieve specific information and apply their growing language abilities to adapting information for a purpose. Both the resources and the tasks should be at the age and interest level of the students and be relevant to their lives.

- Using a variety of health and fitness articles, brochures, and web sites for reference, have students choose one area of their lifestyles they would like to improve. Each student creates a self-improvement plan and monitors progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month students present their plans to the class with a summary of the results. They could also present results in graph or visual form.
- Have students read brochures and articles, or view videos and films, to learn about a variety of environmental issues. Students then organize an environmental awareness campaign for the school. This campaign could include posters, PA announcements, leaflets, fundraising activities, and a web site.
- Have students use a variety of French ads (magazines, newspapers, television, radio, Internet) to list and critique various persuasive advertising methods. In small groups, students choose three or four methods from the list and incorporate these into *non-publicités* (mock advertisements) using computer graphics, magazine cutouts, video, or audio (see *Adbuster* magazine).

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students are familiar with a wide range of classroom, library, and other community resources they can use to locate information. Assessment focusses on the extent to which students are able to draw on these resources to develop accurate and relevant information for a variety of assignments. The form and skills students use to apply and convey the information for particular purposes and audiences are increasingly important.

- When assessing students' self-improvement plans, consider the extent to which they:
 - develop a coherent plan based on research
 - communicate information related to personal health and lifestyle
 - document progress daily in a journal
 - summarize results—what worked and what didn't work—giving reasons and conclusions
 - include a self-assessment component
- For group projects, such as the environmental awareness campaign, look for evidence that students:
 - acquire accurate and relevant information
 - communicate their information clearly
 - suggest solutions to the problem
 - suggest actions to be taken by the school
 - present information or views in a way that appeals to their audience
 - use a range of useful vocabulary, expressions, and language structures
 - take risks to include complex information or unfamiliar language
- When assessing the *non-publicités* (mock ads) note the extent to which students:
 - clearly demonstrate an understanding of various persuasive techniques
 - use a variety of Francophone ads
- When students complete written research assignments, look for evidence that:
 - information is clear, relevant, and accurate
 - assignment includes details, reasons, and examples to support key points
 - language is appropriate and understandable
 - information is organized in a way that makes it easy to follow (e.g., transitions and tenses are used effectively)

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Rencontres
- Stoddart Colour Visual Dictionary French-English



Multimedia

- Des chansons québécoises sans frontières
- En direct 1
- Savoir faire: Voyages 1
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- compare, contrast, and respond to authentic creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

At this age, students are generally more receptive to experiencing creative works from a broader range of genres, time periods, and Francophone regions of the world. Their developing language skills allow them to appreciate these creative works and their cultural contexts more fully.

- After viewing photos, slides, video clips, or web sites of famous landmarks, have students create guided tours of a Francophone region, museum, or town of their choice, highlighting points of interest.
- Present several paintings by Francophone artists for discussion and ask the class to consider appeal, feelings, and style. Students then find or create other paintings or sketches and describe their reactions to them in presentations to the class. Other students respond.
- Introduce a contemporary song or music video and have students share their reactions with partners. As a follow-up, have students access the “Top 10” web site of songs of a Francophone culture and compare it to an informal Top 10 class list.
- Present several French-language songs over a period of time, then assign roles to the students, (e.g., singer, DJ, VJ). DJs (or VJs) prepare generic interview questions, and singers prepare information about themselves and their songs. Pairs match up randomly and do interviews in French for the class.
- Access a Francophone poetry web site. Have students choose poems and visually represent the meanings of the poems.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students' oral and written skills should enable them to respond to creative works in varied ways and with increasing detail. Through oral interactions, as well as journal entries, résumés, and short written texts, students demonstrate an increasing level of sophistication in their responses.

- When students make oral presentations, such as simulated guided tours or interviews, observe and note the extent to which they:
 - express and support a consistent point of view
 - express their individuality through responses
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others
- Work with students to develop criteria for visual art presentations. The criteria could be in the form of a checklist or rating scale where students rate and comment on whether the presenter:
 - conveys visual images clearly
 - describes elements such as mood, theme, meaning, etc.
 - supports responses with reasons and/or details
 - responds appropriately to questions and comments from others
 - uses French that is understandable
- From time to time, have students review their responses to creative works by answering questions such as:
 - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
 - Which part of the activity was most interesting for you—reading, viewing, listening, or creating your response?
 - How did your view or understanding of the original work change as you worked on your project? What difference might a different project have made?
 - How are your responses or preferences similar when you consider French-language works and works in English or other languages? How are your responses different?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- “Le magazine” Anthology Series
- Rencontres



Multimedia

- Des chansons québécoises sans frontières
- En direct 1
- Savoir faire: Voyages 1
- Tous ensemble!



Video

- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- identify the contributions of Francophones to Canada and the world
- demonstrate an understanding of similarities and differences between Francophone cultures and their own
- use language, expressions, and behaviours to suit cultural context

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this age can observe, from the values and beliefs held by different generations in their families, schools, and community, that values change over time. As their knowledge of Francophone culture increases, so does their ability to make observations about their own cultures. Their knowledge of Francophone culture also begins to enhance their ability to communicate using culturally appropriate expressions.

- Have students in groups read a selection of formal business letters written in French to identify language conventions used. They follow the samples to write letters to Francophone businesses or government agencies they find on the Internet, requesting information or employment opportunities. They should share the replies they receive and continue to note similar use of formal language conventions.
- Have students choose topics (e.g., work, leisure, family rules, consumer habits) and compare those aspects of their lifestyles with those of grandparents and parents (or other cross-generational relations). They relate their conclusions to their own futures and predict how their children might function in tomorrow's society. Students could create and label a series of illustrations, symbols, or computer-generated graphics that reflect these conclusions and predictions.
- Encourage students to keep lists of idiomatic expressions they encounter in oral and reading activities. Students should:
 - categorize them into meaningful groups
 - match a place, context, or scenario with each expression
 - match symbols or cartoons to expressions to aid recall
 - attempt to use these expressions whenever appropriate
- Have students choose topics such as endangered species or nuclear testing. Students research a variety of Francophone countries' web sites and analyse the information they find. Emphasis should be on identifying cultural similarities and differences in how content is presented in the different web sites.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on students' ability to look at familiar customs from different points of view, whether in the family, school, or community. At this level, the complexity of students' ideas will far exceed their ability to express them in French. To elicit and reveal higher-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams, as well as language.

- When students write business letters, focus on their clarity and use of appropriate language, ritualized expression of greeting, thanks, and closing, and idiomatic expressions.
- As they present their conclusions and predictions about comparative lifestyles, observe and note evidence that students are:
 - aware of key elements of their cultures and behaviours
 - sensitive to more subtle or complex elements or patterns in their cultures and behaviours
 - supportive of their classmates' work
 - interested in the symbols and meanings other students have presented
 - respectful of differences among their classmates
- Examine students' lists of idiomatic expressions and assess the extent to which they are:
 - complete
 - accurate
 - detailed
 - varied
- When students analyse Francophone materials, consider the extent to which they:
 - identify content that reflects the culture(s)
 - identify and describe similarities and differences between the materials and those from other cultures
 - show interest in and appreciation of cultural aspects of the materials

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Rencontres



Multimedia

- Des chansons québécoises sans frontières
- En direct 1
- Savoir faire: Voyages 1
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- express long- and short-term plans, goals, and intentions
- exchange ideas, thoughts, opinions, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 12, students are expected to use their French communication skills and strategies to cope in common situations, as well as in unexpected ones such as losing a passport or helping someone. Students should challenge themselves to speak only French in class and seek out opportunities to hear and use French outside the classroom.

- Have students prepare personal answers to a question regarding their life experiences, for instance, *Qui dans ta famille t'a le plus influencé?*
Information could include:
 - le nom de la personne et son lien de parenté
 - quelques détails de la vie de cette personne
 - l'influence de cette personne en détail
 - comment tu as changé en conséquence
 Using this information, partners interview each other and present the partner's responses to the class.
- Regularly ask students to brainstorm issues or current events that interest them. Have them participate in discussions or in informal debates on these issues, giving reasons to support their points of view.
- Have students prepare questionnaires on post-graduation plans and then survey classmates. They analyse class results, which they could include in the school newspaper or school web site.
- Encourage students to set themselves short-term goals to find or create various opportunities to practise French outside of class. Students share these goals with partners and periodically reflect on their findings with each other. Possibilities include reading magazines, following lyrics on CDs, watching subtitled movies, listening to Radio Canada, watching French-language television, or surfing Francophone web sites.
- Have students role-play conversations with their parents regarding post-graduation plans such as work, travel, education, job interviews, or interviews to find an ideal roommate.
- Have students interview a Francophone guest in the classroom. As a follow-up, have students create and sign thank-you cards in French. They could also write short articles on the guest for the school newspaper or web site.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with French and the strategies they have developed to sustain and extend communication. Communication and risk-taking continue to be more important in most situations than accuracy and precision. However, in situations where students have practised and prepared oral or written presentations, assessment should consider errors that detract from the effectiveness or impact of the message. Peer assessment can be an important part of the oral practice that students need to support their development.

- When students present information to the class (e.g., interview information about a partner's family influences or debate topics), note the extent to which students are able to:
 - speak from notes rather than prepared text
 - make information comprehensible
 - summarize key points and include relevant details
 - use appropriate vocabulary and structures
 - organize information and time sequences clearly (e.g., using transitions and tenses effectively)
- When students interview each other or practise role-play situations, arrange for each pair to be observed by at least two other students who look for evidence that:
 - the interaction takes place in French
 - students convey appropriate, relevant information
 - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)
- During a guest presentation note the extent to which students engage by asking relevant questions and discussing reactions post-activity.
- In activities involving real communications, such as writing letters or writing for a school publication, students' participation is the most important aspect and often a more formal assessment is not required.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Passe-partout (First or Second Edition)
- Stoddart Colour Visual Dictionary French-English



Multimedia

- En direct 2, 3
- Savoir faire: Voyages 2
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- retrieve, research, and analyse information from French-language resources to complete authentic tasks
- synthesize acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students will engage in meaningful tasks that require specific information. They should be able to locate information with confidence, skim for relevant facts, and know how to use dictionaries and other resources appropriately.

- Conduct a Career Fair at which students examine a variety of resources related to career opportunities, including brochures, articles, and electronic information sources. Each student chooses and investigates a profession or trade and prepares a written report and oral presentation for the fair. Francophone guest speakers could also be invited to the class. Other grades or classes could be invited to attend the fair, or half the class could hold their presentations during one period, the other half the next period. As students visit the career displays, have them record information about careers that interest them and why. For example, they might complete *Profils de carrière* with headings of *Nom de la carrière*, *Éducation requise*, *Description d'emploi*, *Salaire*.
- Have students research and analyse information relevant to a chosen topic, such as raising the driving age. Sources may include accident statistics, RCMP publications, magazine articles, and the Internet. Students use this information to hold a class debate in which each class member must support an assigned position, attempt to convince others, and finally vote according to arguments given.
- With students, brainstorm a list of criteria to evaluate web sites. Students then use this criteria to select a variety of Francophone web sites. Students could report their findings to the class.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for oral and written activities. While some of these resources are available in the classroom, students are also expected to locate and use French-language resources in their community and elsewhere (e.g., via the Internet or correspondence).

- When students participate in the Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
 - why each student has chosen this career to investigate
 - the requirements and qualifications for the job
 - the nature of the job, including salary and working conditions
 Consider collecting the *Profils de carrière* and assessing them for accuracy and relevance of information.
- When assessing debates, consider both oral performance and written summaries. Note the extent to which students:
 - state positions clearly
 - effectively support positions
 - respond with some spontaneity to counter-arguments
 - use appropriate structures and expressions to defend points of view and counter opposition
 Additional criteria for written summaries might include:
 - evidence of research
 - logical organization
 - effective use of vocabulary and structures to enhance meaning
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
 - strategies they find effective
 - tasks they are comfortable with
 - skills and strategies they want to improve
 Have them occasionally review and update their records with partners.
- Note the range of criteria used by students to evaluate web sites and assess the breadth of their research.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- “Le magazine” Anthology Series
- Passe-partout (First or Second Edition)
- Stoddart Colour Visual Dictionary French-English



Multimedia

- En direct 2, 3
- Savoir faire: Voyages 2
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- analyse and respond to authentic creative works from the Francophone world

SUGGESTED INSTRUCTIONAL STRATEGIES

Students bring together all aspects of their language learning here, creating their group or individual responses in simple or multimedia formats. Though communication continues to be central, experience of creative works and student responses should be motivated by enjoyment and pleasure.

- Conduct a French-language film festival. Prior to viewing films, give students opportunities to examine each film's synopsis. Viewing is most effective when students are given discussion questions in advance. Discussion and sharing of ideas can take place before and after viewing each segment. Examples of questions include:
 - Qu'est-ce que tu aurais fait à la place du personnage X?*
 - Pourquoi est-ce que le conflit entre X et Y a commencé?*

As a follow-up to the film festival, have students make comparisons between films, give preferences, and make recommendations. This can be done by conducting a critics' panel, writing a movie review page for a magazine, or conducting a radio or television talk show interview with students role-playing actors or filmmakers.

- Facilitate the reading of a short story with focus questions, background information, and vocabulary development. Once students are familiar with the story, they select, with their group, part of the story to dramatize. Dramatizations should be written in students' own words, rehearsed, and then presented.
- Introduce students to the music of Francophone singers and composers. They might select personalities to research and prepare presentations for the class which include favourite songs, general information about the singers, and comments about the singers' music.
- Have students access a virtual tour of the Louvre (through the Internet), choose three works of art that they enjoyed the most, and explain why.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral and written language, they are able to experience and respond to both contemporary and traditional works in a variety of genres. Students best reveal their responses when they have opportunities to make choices about what they view, listen to, and read, and when they are able to choose both the content and form of their responses.

- During a French-language film festival, students show their understanding when they generate and explore discussion questions about issues and themes. Note the extent to which students are able to:
 - convey messages clearly
 - express personal points of view
 - use details from the film to support their ideas
 - show some fluency and spontaneity in their responses
 - build on or respond to others' views
 - make connections to other works or experiences
- When groups of students present their dramatizations of a short story, look for evidence that:
 - presentation and choice of vocabulary convey the characters' emotions and moods of the stories
 - presentation has been rehearsed
 - students attempt to engage the audience
- When students select personalities or works of art as the basis for individual written or oral presentations, work with them to outline the requirements of the task (e.g., length, number of works to be considered, form of response). Provide or negotiate criteria such as the following to guide feedback and assessment:
 - selections reflect a unique personal perspective or interest and offer some challenge in terms of language or culture
 - response clearly describes key features
 - response offers a personal point of view, including reasons and examples, and makes connections to other experiences or works

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Passe-partout (First or Second Edition)



Multimedia

- En direct 2, 3
- Savoir faire: Voyages 2
- Tous ensemble!



Video

- Le café des rêves

PREScribed LEARNING OUTCOMES

It is expected that students will:

- discuss contemporary issues in the Francophone world
- explain how people are influenced by cultural experiences
- adapt language, expressions, and behaviours to suit cultural context

SUGGESTED INSTRUCTIONAL STRATEGIES

Students need opportunities in the classroom to examine cultures in light of all their cultural experiences. By now they will be able to show some cultural awareness when communicating in French.

- Have students interview ten of their friends about people they admire, past and present. In groups, they choose four people to examine further regarding their attributes, fields of endeavour, contributions to society, and image. Interview questions might include:
 - *Quels sont les qualités que vous admirez chez un héros/une héroïne? Pourquoi?*
 - *Comment a-t-il/elle influencé la culture de son pays ou du monde?*
 - *Si tu introduisais ce/cette héros/héroïne à la classe, que dirais-tu?*
- Have students list observations—*positif* and *négalif*—which, in their view, make up Canadian culture (e.g., popular symbols, role models, customs, government programs, industries). After pooling class ideas, students work in pairs to identify five items which should be promoted and five which should be changed, and show how.
- Invite several Francophone speakers to the class during the year. Different students welcome, question, and thank guests each time, using appropriate expressions of politeness. Students could write letters of invitation and thanks, using formal language conventions.
- Host a Multicultural Fair at school and invite community members. Activities might include:
 - students pinning countries of origin on a large world map
 - PA announcements in a variety of languages
 - cafeteria serving a variety of ethnic foods
 - school radio playing a variety of ethnic music
 - hallway television monitors displaying visuals of Francophone countries
 - school displaying posters and flags of various countries around the school
- Have students role-play a panel discussion on a contemporary issue, such as the role of the U.N. Students could either argue their own viewpoints or those of a specific Francophone country.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, the outcomes for cultural understanding emphasize awareness and sensitivity. Students reveal their cultural understanding through daily activities and interactions, as well as in the assignments they complete.

- As students talk about their own and other cultures and respond to cultural elements in French, observe and note the extent to which they:
 - ask questions about other cultures
 - comment positively on elements of Francophone culture and other cultures described by their classmates
 - notice elements of culture in the materials they read and view
 - show respect and support for diversity
- After students have identified and discussed heroes and role models, each student identifies and writes to or e-mails a personal role model. (These letters may or may not be sent.) When assessing students' letters, look for:
 - clear, understandable messages
 - examples of the role models' influences on them
 - appropriate use of language
- When students interact with Francophone speakers, observe how easily they:
 - use language appropriate to cultural contexts
 - demonstrate knowledge of formal language conventions
- Provide or negotiate criteria for assessing students' Multicultural Fair. Criteria might assess whether they:
 - clearly identify key aspects of a variety of cultures and their customs
 - offer practical guidelines for interacting with the community
 - show respect and support for diversity
 - emphasize the mutual benefits of being familiar with other cultures
 - communicate clear, understandable messages
 - use appropriate language
- During a panel discussion, observe students' abilities to:
 - effectively present different aspects of the issue
 - develop other points of view
 - show respect for the opinions of others

RECOMMENDED LEARNING RESOURCES



Print Materials

- Jeunesse Mag: Au-delà des frontières
- "Le magazine" Anthology Series
- Passe-partout (First or Second Edition)



Multimedia

- En direct 2, 3
- Savoir faire: Voyages 2
- Tous ensemble!



Video

- Jeunes Francophones
- Le café des rêves



APPENDICES

Core French 5 to 12



APPENDIX A

Prescribed Learning Outcomes

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> ask and respond to simple questions identify greetings and expressions of politeness communicate likes, dislikes, wants, and needs respond to classroom instructions 	<ul style="list-style-type: none"> make and respond to simple requests use greetings and expressions of politeness recognize and use formal and informal forms of address express preferences and interests participate in known and predictable classroom situations 	<ul style="list-style-type: none"> ask for and give simple information exchange information about themselves participate in classroom activities begin to derive meaning in new language situations 	<ul style="list-style-type: none"> ask for information, permission, and clarification share information about activities and interests participate in familiar activities (real or simulated) classify events as past, present, or future derive meaning in new language situations

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> ask for assistance and detailed information 	<ul style="list-style-type: none"> explain how to do everyday activities or procedures 	<ul style="list-style-type: none"> discuss plans related to common activities 	<ul style="list-style-type: none"> express long- and short-term plans, goals, and intentions
<ul style="list-style-type: none"> share opinions and preferences, giving reasons 	<ul style="list-style-type: none"> communicate needs, desires, and emotions, giving reasons 	<ul style="list-style-type: none"> exchange opinions on topics of interest, giving reasons and reactions 	<ul style="list-style-type: none"> exchange ideas, thoughts, opinions, and points of view, giving reasons and reactions
<ul style="list-style-type: none"> describe and exchange information related to activities, people, places, and things 	<ul style="list-style-type: none"> describe events and experiences 	<ul style="list-style-type: none"> describe or narrate events, situations, or experiences 	<ul style="list-style-type: none"> describe, narrate, and analyse events, situations, or experiences
<ul style="list-style-type: none"> arrange events in past, present, and future 	<ul style="list-style-type: none"> express statements in past, present, and future 	<ul style="list-style-type: none"> use a range of vocabulary and expressions in past, present, and future 	<ul style="list-style-type: none"> use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
<ul style="list-style-type: none"> participate in selected meaningful, real-life situations 	<ul style="list-style-type: none"> participate in a variety of meaningful, real-life situations 	<ul style="list-style-type: none"> interact in a variety of meaningful, real-life situations 	<ul style="list-style-type: none"> interact spontaneously in a variety of meaningful, real-life situations

ACQUIRING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify specific information from French-language resources to complete authentic tasks • express acquired information in oral and visual forms 	<ul style="list-style-type: none"> • extract specific information from French-language resources to complete authentic tasks • express acquired information in oral and visual forms 	<ul style="list-style-type: none"> • extract and retrieve specific information from French-language resources to complete authentic tasks • express acquired information in oral and visual forms 	<ul style="list-style-type: none"> • extract, retrieve, and process specific information from French-language resources to complete authentic tasks • express acquired information in oral, visual, and written forms

ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • extract, retrieve, and process information from French-language resources to complete authentic tasks • explain acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> • retrieve, process, and adapt information from French-language resources to complete authentic tasks • explain in detail acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> • retrieve, research, and use relevant information from French-language resources to complete authentic tasks • summarize acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> • retrieve, research, and analyse information from French-language resources to complete authentic tasks • synthesize acquired information in oral, visual, and written forms

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • respond to creative works from the Francophone world 	<ul style="list-style-type: none"> • respond to creative works from the Francophone world 	<ul style="list-style-type: none"> • respond to creative works from the Francophone world 	<ul style="list-style-type: none"> • respond to authentic creative works from the Francophone world

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> reflect on and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> discuss and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> compare, contrast, and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> analyse and respond to authentic creative works from the Francophone world

UNDERSTANDING CULTURAL INFLUENCES

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify elements of their own cultural backgrounds • identify elements of Francophone culture in Canada 	<ul style="list-style-type: none"> • identify elements of Francophone cultures that are different from or similar to their own • give examples of the presence of Francophone cultures in their community 	<ul style="list-style-type: none"> • identify elements of Francophone cultures present in British Columbia and Canada • compare the daily lives of students in Canadian Francophone communities to their own lives 	<ul style="list-style-type: none"> • identify elements of Francophone cultures in Canada and the world • identify and compare the activities and interests of young people in Francophone communities to their own

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

UNDERSTANDING CULTURAL INFLUENCES

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • identify and compare Francophone cultures from around the world 	<ul style="list-style-type: none"> • describe ways in which the French language has influenced other languages 	<ul style="list-style-type: none"> • identify the contributions of Francophones to Canada and the world 	<ul style="list-style-type: none"> • discuss contemporary issues in the Francophone world
<ul style="list-style-type: none"> • distinguish similarities and differences between their own customs and those of Francophone cultures 	<ul style="list-style-type: none"> • compare and contrast their own customs to those of Francophone cultures 	<ul style="list-style-type: none"> • demonstrate an understanding of similarities and differences between Francophone cultures and their own 	<ul style="list-style-type: none"> • explain how people are influenced by cultural experiences
<ul style="list-style-type: none"> • identify language, expressions, and behaviours that suit cultural context 	<ul style="list-style-type: none"> • identify and compare language, expressions, and behaviours that suit cultural context 	<ul style="list-style-type: none"> • use language, expressions, and behaviours to suit cultural context 	<ul style="list-style-type: none"> • adapt language, expressions, and behaviours to suit cultural context



APPENDIX B

Learning Resources
General Information

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources, as well as Grade Collection information and alphabetical annotations of the provincially recommended resources.

WHAT IS A GRADE COLLECTION?

A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these are best met by teacher-developed activities. Teachers may also wish to supplement Grade Collection resources with locally selected materials.

WHAT KINDS OF RESOURCES ARE FOUND IN A GRADE COLLECTION?

Learning resources in a Grade Collection are categorized as either *comprehensive* or *additional*. *Comprehensive resources* provide a broad coverage of the learning outcomes for most curriculum organizers. *Additional resources* are more topic specific and support individual curriculum organizers or clusters of outcomes. They provide valuable support for or extension to specific topics and are typically used to supplement or fill in the areas not covered by the comprehensive resources.

HOW ARE GRADE COLLECTIONS KEPT CURRENT?

Under the provincial continuous submissions process, suppliers advise the ministry about newly developed resources as soon as they are released. Resources judged to have a potentially significant match to the learning outcomes for individual IRPs are evaluated by practising classroom teachers who are trained by ministry staff to use provincial evaluation criteria. Resources selected for provincial recommendation receive Ministerial Order and are added to the existing Grade Collections. The ministry updates the Grade Collections on a regular basis on the ministry web site at http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm. Please check this site for the most current and up-to-date version of Appendix B.

HOW LONG DO LEARNING RESOURCES KEEP THEIR RECOMMENDED STATUS?

Learning resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the Grade Collections, thereby terminating their provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. Schools may continue to use a learning resource after withdrawal provided local school board approval is obtained.

HOW CAN TEACHERS CHOOSE LEARNING RESOURCES TO MEET THEIR CLASSROOM NEEDS?

As outlined in *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), there are a number of approaches to selecting learning resources.

Teachers may choose to use:

- provincially recommended resources to support provincial or locally developed curricula
- resources that are not on the ministry's provincially recommended list (resources that are not on the provincially recommended list must be evaluated through a local, board-approved process).

The Ministry of Education has developed a variety of tools and guidelines to assist teachers with the selection of learning resources. These include:

- *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000) with accompanying CD-ROM tutorial and evaluation instruments
- Grade Collection(s) in each IRP. Each Grade Collection begins with a chart which lists both comprehensive and additional resources for each curriculum organizer. The chart is followed by an annotated bibliography with supplier and ordering information. (Price and supplier information should be confirmed at the time of ordering). There is also a chart that lists Grade Collection titles alphabetically and a blank planning template that can be used by teachers to record their individual choices
- Resource databases on CD-ROM or on-line
- Sets of recommended learning resources are available in a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays.
- *Catalogue of Recommended Learning Resources*

WHAT ARE THE CRITERIA TO CONSIDER WHEN SELECTING LEARNING RESOURCES?

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of recommended resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are recommended materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs and illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

All resources on the ministry's recommended list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

USE OF INFORMATION TECHNOLOGY

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

WHAT FUNDING IS AVAILABLE FOR PURCHASING LEARNING RESOURCES?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts.

Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

EXISTING MATERIALS

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.



APPENDIX B

*Core French 5 to 12
Grade Collections*

APPENDIX B: CORE FRENCH 5 TO 12 • Grade Collections

CORE FRENCH 5 TO 12 : GRADE COLLECTIONS

This section begins with an overview of the comprehensive resources for this curriculum, then presents Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

MEDIA ICONS KEY



Audio Cassette



CD-ROM



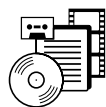
Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

**CORE FRENCH 5 TO 12 GRADE COLLECTIONS
OVERVIEW OF COMPREHENSIVE RESOURCES**

- *Acti-Vie 1*

(Grades 5, 6)

This comprehensive resource package is the first level of the three-level *Acti-Vie* series. Components consist of eight thematic units, including a student text, student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures that may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include school, family, birthdays, animals, weather, food, sports and fictional characters. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource package.

- *Acti-Vie 2*

(Grades 6, 7)

This comprehensive resource package is the second level of the three-level *Acti-Vie* series. Components consist of eight thematic units, including a student text, student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures that may be used for instructional purposes. The communicative

focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include friendship, community, collections, magic show, the home, food, sports heroes, and around the campfire. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource package. This level is more suitable for the teacher who has some background in French or for the Core French specialist.

- *Acti-Vie 3*

(Grades 7, 8)

This comprehensive resource package is the third level of the three-level *Acti-Vie* series. Components consist of eight thematic units, including a student text, student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos, and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures that may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include media, environment, carnival, time capsule, fitness, health, mystery, conflict resolution, and space. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource

package. This level is more suitable for the teacher who has some background in French or for the Core French specialist.

- *Ça commence!*
(Grade 8)

Ça commence! is a communicative and experiential unit designed to prepare students for success in their Core French learning. Although *Ça commence!* was developed primarily for use at the outset of a Core French program, lessons from the program are self-contained and can also be used whenever review or support is needed for related themes or language learning. Components of this bridging program include a comprehensive teacher's guide, the student activity book, and an accompanying compact disc package. A teaching resource called the tableau visuel, a flip-chart of 29 thematic posters, features photographs and illustrations that are designed to engage students. The bridging program comprises five themes of three lessons that prepare students to participate in oral interaction activities entitled *Je parle français!* The five themes include: *Salut!*, *Bienvenue en classe!*, *Chez moi!*, *Ma communauté*, and *En plein air*.

- *Ça marche! 1*
(Grade 8)

This comprehensive resource package is the first level of the three-level *Ça marche!* series. The communicative-experiential focus promotes French language learning through the use of activity-based, thematic strategies that provide numerous options for cross-curricular integration. Level one consists of six units available in a student hard cover text or in separate unit modules. The student text or booklet (livret), the student activity book (Mon carnet), and the teacher's guide are organised by phases that lead to the final project. These experiential phases are supported by

visuals that elicit vocabulary and activate knowledge that is needed to complete the final project and which aid in the contextualization of unit activities. Independent learning is encouraged by means of learning strategies and by explicit instructions that explain how to use each page. Engaging and relevant unit themes include: *Mémo-photos*; *Salut, mes amis!*; *Bon appétit!*; *Venez chez nous!*; *À toi le choix!*; and *Incognito*

- *Ça marche! 2*
(Grade 9)

This comprehensive resource package is the second level of the three-level *Ça marche!* series. The communicative-experiential focus promotes French language learning through the use of activity-based, thematic strategies that provide numerous options for cross-curricular integration. Level two consists of six units available in a student hard cover text or in separate unit modules. The student text or booklet (livret), the student activity book (Mon carnet), and the teacher's guide are organized by phases that lead to the final project. These experiential phases are supported by visuals that elicit vocabulary and activate knowledge that is needed to complete the final project and aid in the contextualization of unit activities. Independent learning is encouraged by means of learning strategies and by explicit instructions that explain how to use each page. Engaging and relevant unit themes include: *L'école de l'avenir*; *Aventures en plein air*; *Mordu du sport*; *Mon style, ma mode*; *Musique-mania!*; and *Action jeunesse*.

- *Communi-Quête 1*
(Grade 8)

This comprehensive resource package is the first level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level One consists of six themes per grade level

available in a student hard cover text or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities / music CD, teacher resource book, language and strategy card pack, and video. There is consistency among the various components and options and adaptations for different learning styles are numerous. Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. High interest and relevant themes include: *Mosaïque*; *Entrepreneurs en herbe!*; *Le grand voyage*; *La guerre aux déchets*; *Consommation*; and *Phénomènes canadiens*. Of the six themes, four can be implemented in a flexible order. It is recommended that *Mosaïque* be used as the introductory model to begin the year and *Phénomènes* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

- *Communi-Quête 2*
(Grade 9)

This comprehensive resource package is the second level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level Two consists of six themes per grade level available in a student hard cover text, or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities / music

CD, teacher resource book, language and strategy card pack, and video. There is consistency among the various components and options, and adaptations for different learning styles are numerous. Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. High interest and relevant themes include: *En route vers la Francophonie*; *À l'action*; *Le monde mystérieux de la science*; *Rétro-Monde*; *Faisons une différence*; and *Ça brosse*. Of the six themes, four can be implemented in a flexible order. It is recommended that *En route vers la Francophonie* be used as the introductory model to begin the year and *Ça brosse* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

- *Communi-Quête 3*
(Grade 10)

This comprehensive resource package is the third level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level Three consists of six themes per grade level available in a student hard cover text, or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities / music CD, teacher resource book, language and strategy card pack, and video. There is consistency among the various components and options and adaptations for different learning styles are numerous.

Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. High interest and relevant themes include: *Mission : survie*; *Un avenir à découvrir*; *Studio créateur*; *Et maintenant, passons aux nouvelles*; *Bombes météo*; and *Folklore urbain*. Of the six themes, four can be implemented in a flexible order. It is recommended that *Mission : survie* be used as the introductory model to begin the year and *Folklore urbain* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

- *En direct 3*
(Grade 12)

This resource package is the third level of the *En direct* series. Each of the three theme-centred modules provides a variety of open-ended activities that use all four communicative skills. Although *En direct 3* can be viewed as a continuation of *En direct 2*, many teachers will find that this program allows for a flexible and enriched delivery of the Core French 12 curriculum. The richness of the literary anthology supports a range of teaching and learning styles. The approach taken in *En direct 3* focuses the student's learning on themes supported by a rich variety of creative works. The resource consists of a student text, a choice of a student workbook or blackline masters, teacher's resource materials and cassettes. The module *Et puis après...* deals with the theme of living and independent life; *Un peu... beaucoup... passionnément. pas du tout* focuses on the themes of love, patriotism, war and racial

tolerance; and *Plus ça change...* deals with social trends of the future.

- *Entre amis Level 1*
(Grade 8)

This comprehensive resource package is the first level of the *Entre amis* series. The communicative-experiential approach integrates culture, language study, general knowledge and communication strategies. This resource includes a student text, a choice of a student workbook or blackline masters, teacher's guide, cassettes and overhead transparencies. Theme units include school and dreams, daily routines, telephone conversations and friends, food and nutrition, planning weekend activities, television, sports, hobbies, writing a diary, and planning a trip.

- *Entre amis Level 2*
(Grade 9)

This comprehensive resource package is the second level of the *Entre amis* series. The communicative-experiential approach integrates culture, language study, general knowledge and communication strategies. This resource includes a student text, a choice of a student workbook or blackline masters, teacher's guide, cassettes and overhead transparencies. Theme units include music, films, parties, friendship, buying and selling, pen pals, family obligations and responsibilities, and environmental concerns.

- *Entre amis Level 3*
(Grade 10)

This comprehensive resource package is the third level of the *Entre amis* series. The communicative-experiential approach integrates culture, language study, general knowledge and communication strategies. This resource includes a student text, a choice of a student workbook or blackline masters, teacher's guide, cassettes and overhead transparencies. Theme units

include fashion, publicity, discoveries and inventions, family life, travel, leisure activities, part-time jobs and careers, and reading authentic documents.

- *Jeunes Francophones*
(Grades 10-12)

This series consists of two videos incorporating a total of 10 programs, approximately 20 minutes each and a teacher's guide with activities. Three Francophone regions are represented: Québec, Sénégal and Toulouse. Topics covered by the programs are fashion, sport and health, leisure activities, environment, work, media, relationships and food. Because of the reinforcement provided by visuals and captions, the material presented is accessible to a variety of language levels within Grades 10 to 12. **Caution:** *Due to the realistic nature of some of the images shown, careful previewing is suggested, e.g., "Le Travail," "Je t'aime," "La Bonne Assiette," and "L'environnement global."*

- *Savoir faire: Passages 1*
(Grade 8)

This comprehensive resource package is the first level of the second part of the *Savoir faire* series. This communicative and experiential program allows students to develop their four language skills within the context of six themes. During the course of each unit, students keep a portfolio of work which culminates in a unit project. Formative and summative evaluations are provided. The resource includes a student's edition, cahier d'activités, audio cassettes or CDs, overheads, flash cards, teacher's guide and a teacher's resource package. Theme units include *Toute la bande*, *À l'antenne!*, *Vive les passe-temps*, *Bon appétit!*, *En plain air!*, and *Bonnes vacances!* This program assumes that the teacher has a working knowledge of French and is recommended for the

teacher who has some background in French or for the Core French specialist.

- *Savoir faire: Passages 2*
(Grade 9)

This comprehensive resource package is the second level of the second part of the *Savoir faire* series. This communicative and experiential program allows students to develop their four language skills within the context of six themes. During the course of each unit, students keep a portfolio of work which culminates in a unit project. Formative and summative evaluations are provided. The resource includes a student's edition, cahier d'activités, audio cassettes or CDs, overheads, flash cards, teacher's guide and a teacher's resource package. Theme units include *Vive la musique! Faites vos jeux!* *Partons à l'aventure! À l'affiche!* and *Chacun son style!* This program assumes that the teacher has a working knowledge of French and is recommended for the teacher who has some background in French or for the Core French specialist.

- *Savoir faire: Passages 3*
(Grade 10)

This comprehensive resource package is the third level of the second part of the *Savoir faire* series. This communicative and experiential program allows students to continue to develop their four language skills within the context of six themes. The resource includes a student book, student workbook, teacher's guide, cassettes or CDs, overheads, teacher's resource package and an activity centre package. Theme units include *Plaisirs et loisirs*, *Les médias*, *Les emplois*, *Le bon consommateur*, *Copains et copines*, and *Pensons vert*. *Passages 3* offers many opportunities for integration across the curriculum.

- *Savoir faire: Visages 1*
(Grade 5)

The first level of the *Savoir Faire* series is now available in a modular format as well as in the single text version that was previously recommended and is still recommended. This attractive, appealing, and communicative resource promotes French language learning using activity-based and thematic strategies. Appropriate themes are explored through clearly explained projects; in addition there are a large number of extension activities for further language exploration. Components include a student magazine, student workbook, cassettes or CDs, flash cards, posters, teacher's kit, and blackline masters. There are many components essential to each thematic unit; daily lesson preparation involves a significant degree of cross-curricular coordination. This program is more suitable for the teacher who has some background in French or for the Core French specialist.

- *Savoir faire: Visages 2*
(Grades 6, 7)

The second level of the *Savoir faire* series is now available in a modular format as well as in the single text version that was previously recommended and is still recommended. This attractive, appealing, and communicative resource promotes French language learning using activity-based and thematic strategies. Appropriate themes are explored through clearly explained projects; in addition there are a large number of extension activities for further language exploration. Components include a student magazine, student workbook, cassettes or CDs, flash cards, posters, teacher's package, and blackline master. There are many components essential to each thematic unit; daily lesson preparation involves a significant degree of cross-curricular coordination. This

program is more suitable for the teacher who has some background in French or for the Core French specialist.

- *Savoir faire: Voyages 1*
(Grade 11)

This resource is the first level of the third part of the *Savoir faire* series. The series focuses on developing and fostering positive attitudes toward French and promoting French language learning using activity-based and thematic strategies. This communicative-based program enables students to interact with others in a purposeful way. Components include a student text, a choice of a workbook or blackline masters, cassettes or CDs, and teacher's package. Theme units include *A table*, *Souvenirs d'enfance*, *Paroles et images*, *Face au défi*, and *C'est tout un Canada*.

- *Savoir faire: Voyages 2*
(Grade 12)

This resource is the second level of the third part of the *Savoir faire* series. The series focuses on developing and fostering positive attitudes toward French and promoting French language learning using activity-based and thematic strategies. This communicative-based program enables students to interact with others in a purposeful way. Components include a student text, a choice of a workbook or blackline masters, cassettes or CDs and teacher's package. Theme units include *On s'exprime*, *Porte ouverte*, *Bien dans sa peau*, *Ça décolle*, and *Face à l'avenir*.

Core French Grade 5 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Acti-Vie Level 1				
Savoir faire: Visages 1 (1998)				
Additional Resources – Print				
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Music CDs				
Créer un monde de paix			✓	
Le loup du Nord			✓	

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 6 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Acti-Vie Level 1				
Acti-Vie Level 2				
Savoir faire: Visages 2 (1998)				
Additional Resources - Print				
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Music CDs				
Créer un monde de paix			✓	
Le loup du Nord			✓	

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 7 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Acti-Vie Level 2				
Acti-Vie Level 3				
Savoir faire: Visages 2 (1998)				
Additional Resources - Print				
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Music CDs				
Créer un monde de paix			✓	
Le loup du Nord			✓	

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 8 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Acti-Vie Level 3				
Ça commence!				
Ça marche! 1				
Communi-Quête 1				
Entre amis Series Level 1				
Savoir faire: Passages 1				
Additional Resources - Print				
"Le magazine" Anthology Series	✓	✓	✓	✓
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Multimedia				
J'arrive vite et bien	✓	✓		

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 9 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Ça marche! 2				
Communi-Quête 2				
Entre amis Series Level 2				
Savoir faire: Passages 2				
Additional Resources - Print				
"Le magazine" Anthology Series	✓	✓	✓	✓
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Multimedia				
Des chansons québécoises sans frontières	✓	✓	✓	✓
J'arrive vite et bien	✓	✓		

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 10 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Le café des rêves				
Communi-Quête 3				
Entre amis Series Level 3				
Jeunes Francophones				
Savoir faire: Passages 3				
Additional Resources - Print				
"Le magazine" Anthology Series	✓	✓	✓	✓
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Multimedia				
Des chansons québécoises sans frontières	✓	✓	✓	✓

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 11 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Le café des rêves				
En direct 1				
Jeunes Francophones				
Savoir faire: Voyages 1				
Additional Resources - Print				
Jeunesse Mag: Au-delà des frontières	✓	✓	✓	✓
"Le magazine" Anthology Series	✓□	✓	✓	✓
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Multimedia				
Des chansons québécoises sans frontières	✓	✓	✓	✓
Nouvelles frontières 10e	✓	✓	✓	✓
Tous ensemble !	✓	✓	✓	✓

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006

Core French Grade 12 Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Cultural Influences
Comprehensive Resources				
Le café des rêves				
En direct 2				
En direct 3				
Jeunes Francophones				
Savoir faire: Voyages 2				
Additional Resources - Print				
Jeunesse Mag: Au-delà des frontières	✓	✓	✓	✓
"Le magazine" Anthology Series	✓	✓	✓	✓
Passe-partout (First or Second Edition)	✓	✓	✓	✓
Stoddart Colour Visual Dictionary French-English	✓	✓		
Additional Resources – Software & CD-ROM				
La chaise berçante	✓		✓	✓
Additional Resources – Multimedia				
Nouvelles frontières 11e	✓	✓	✓	✓
Tous ensemble!	✓	✓	✓	✓

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Current as of February 2006



Acti-Vie Level 1

Author(s): Bernard, I.

General Description:

First level of a three-level comprehensive resource package. Components include eight thematic units including a student text, a student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos, and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures which may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include school, family, birthdays, animals, weather, food, sports, and fictional characters. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource package.

Audience

General

Gifted - opportunities for extension and further research; multi-level strategies included throughout; multiple ways to present/create student work

LD - aural reinforcement through videos/tapes; visually appealing, non-threatening format

Late Immersion - authentic documents, vocabulary rich; age appropriate themes; integration facilitated through themes

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓						

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$5.45 each
Teacher Resource Book: \$42.95 each
Cassette: \$21.95 each
Compact Disc: \$23.95 each

ISBN/Order No: Student Text: Various
Teacher Resource Book: Various

Copyright: 1997



Acti-Vie Level 2

General Description:

Second level of a three-level comprehensive resource package. Components include eight thematic units including a student text, a student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos, and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures which may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include friendship, community, collections, magic show, the home, food, sports heroes, and around the campfire. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource package. This level is more suitable for the teacher who has some background in French or for the Core French specialist.

Audience

General

Gifted - opportunities for extension and further research; multiple ways to present/create student work; multi-level strategies included throughout

LD - aural reinforcement through videos/tapes; visually appealing, non-threatening formats

Late Immersion - authentic documents, vocabulary rich; age appropriate themes; integration facilitated through themes

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
						✓	✓					

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$5.45 each
Teacher Resource Book: \$42.95 each
Cassette: \$21.95 each
Compact Disc: \$23.95 each

ISBN/Order No: Student Text: Various
Teacher Resource Book: Various

Copyright: 1997



Acti-Vie Level 3

General Description:

Third level of a three-level comprehensive resource package. Components include eight thematic units including a student text, a student workbook or blackline masters, cassettes or CDs, a teacher resource book, videos, and language and strategy boards. Language and strategy boards consist of key vocabulary for student and teacher use, including structures which may be used for instructional purposes. The communicative focus promotes French language learning using activity-based, thematic strategies that provide numerous options for cross-curricular integration. Unit theme topics include media, environment, carnival, time capsule, fitness/health, mystery, conflict resolution, and space. Themes may be taught in any order as stand-alone units, or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions for strategies to accommodate different learning styles and levels of ability. A detailed program guide is included with purchase of resource package. This level is more suitable for the teacher who has some background in French or for the Core French specialist.

Audience

General
 Gifted - opportunities for extension and further research; multi-level strategies included throughout; multiple ways to present/create student work
 LD - aural reinforcement through videos/tapes; visually appealing, non-threatening format
 Late Immersion - authentic documents, vocabulary rich; age appropriate themes; integration facilitated through themes

Category: Student, Teacher Resource



Ça commence!

General Description:

Ça commence! is a communicative and experiential unit designed to prepare students for success in their Core French learning. Although *Ça commence!* was developed primarily for use at the outset of a Core French program, lessons from the program are self-contained and can also be used whenever review or support is needed for related themes or language learning. Components of this bridging program include a comprehensive teacher's guide, the student activity book, and an accompanying compact disc package. A teaching resource called the tableau visuel, a flip-chart of 29 thematic posters, features photographs, and illustrations that are designed to engage students. The bridging program comprises five themes of three lessons that prepare students to participate in oral interaction activities entitled *Je parle français!* The five themes include: *Salut!*, *Bienvenue en classe!*, *Chez moi!*, *Ma communauté*, and *En plein air*. The full-colour tableau visuel of 29 posters can be used in the pre-activity of each theme to support vocabulary learning and language structures that will facilitate oral interaction in each theme. Questions on the back of each poster enable scaffolding of new vocabulary and expressions. Mon carnet, the student activity book, provides a variety of activities, supported by illustrations, to present and help students consolidate vocabulary and language logos identify the activities of Écoutons!, Dessinons!, Écrivons!, Lisons!, Jouons!, Vocabulaire and Interaction orale. The teacher's guide provides the following components: teaching notes; answer key for Mon carnet activities; les fiches reproductibles; black-line masters of vocabulary activities; game cards and other oral interaction activities. All fiches reproductibles are also provided on the CD-ROM, and les fiches d'évaluation for formative evaluation and self-evaluation are also provided on CD-ROM and can be modified to suit students' needs. The compact disc contains the listening activities that are identified by an icon in the teaching notes. The script for each recording is provided in the teaching notes at point-of-use.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
							✓	✓				

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
 1120 Birchmount Road
 Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$5.45 each
 Teacher Resource Book: \$42.95 each
 Cassette: \$21.95 each
 Compact Disc: \$23.95 each

ISBN/Order No: Student Text: Various
 Teacher Resource Book: Various

Copyright: 1997

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓				

Year Recommended in Grade Collection: 2006

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Notebook: \$2.85
 Teacher's Guide: \$49.95

ISBN/Order No: Student Notebook: 0-321-31425-5
 Teacher's Guide: 0-321-31429-8

Copyright: 2006



Ça marche! 1

Author(s): Coltrinari, H. et al.

General Description:

This comprehensive resource package is the first level of the three-level *Ça marche!* series. The communicative-experiential focus promotes French language learning through the use of activity-based, thematic strategies that provide numerous options for cross-curricular integration. Level one consists of six units available in a student hard cover text or in separate unit modules. The student text or booklet (livret), the student activity book (Mon carnet), and the teacher's guide are organised by phases that lead to the final project. These experiential phases are supported by visuals that elicit vocabulary and activate knowledge that is needed to complete the final project and which aid in the contextualization of unit activities. Independent learning is encouraged by means of learning strategies and by explicit instructions that explain how to use each page. Engaging and relevant unit themes include: *Mémo-photos*; *Salut, mes amis!*; *Bon appétit!*; *Venez chez nous!*; *À toi le choix!*; and *Incognito*. Visuals are age appropriate and match the content on the page. Themes may be taught in order or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies as well as suggestions to accommodate different learning styles and levels of ability, while focusing on one or two new learning strategies for each skill category. An overview of all the learning strategies are found at the end of Mon carnet. The Comment ça marche? pages in the student text or livret examine the language structures and functions that students have been exposed to in previous phases. Discovery learning, inductive questioning, and application and transfer of learning are encouraged. The student text or individual module presents the following sections to encourage independent learning: Zoom sur le projet!; Culture à la carte; Langue express; Guide de la communication; and Lexique français-anglais. Mon carnet offers a variety of support materials for the unit phases and the final project. Activities offer opportunities for practising comprehension and production skills are identified by icons. The teacher's guide consists of teaching notes that are divided into three sections for each phase: pre-activity; activity; and post-activity. Headings and logos in the margin of the guide identify vocabulary building, culture, optional mini-ateliers, evaluation opportunities, technology, learning strategies, final project links, student portfolio work, accommodation, enrichment, differentiation options, and multiple intelligences. In addition the teacher's guide includes the Mon carnet answer key, reproducible worksheets, and evaluation worksheets. The CD-ROM contains the reproducible worksheets and the evaluation worksheets that can be customized to meet specific needs. It also includes "idées pour la réflexion" for all the phases and supplementary worksheets to allow for further student practice of the language structures presented in each unit. The compact disc consists of an audio recording of the activities as identified by an icon in the teaching notes. The script for each recording is provided in the notes at point-of-use. A video component is available to support level one of the series, but is not recommended.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓				

Year Recommended in Grade Collection: 2006

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Text: \$36.25
Teacher Resource Package: \$207.95

ISBN/Order No: Student Text: 0-321-18976-0
Teacher Resource Package: 0-321-18977-9

Copyright: 2005



Ça marche! 2

Author(s): Crone, G.B. et al.

General Description:

This comprehensive resource package is the second level of the three-level *Ça marche!* series. The communicative-experiential focus promotes French language learning through the use of activity-based, thematic strategies that provide numerous options for cross-curricular integration. Level two consists of six units available in a student hard cover text or in separate unit modules. The student text or booklet (livret), the student activity book (Mon carnet), and the teacher's guide are organized by phases that lead to the final project. These experiential phases are supported by visuals that elicit vocabulary and activate knowledge that is needed to complete the final project and aid in the contextualization of unit activities. Independent learning is encouraged by means of learning strategies and by explicit instructions that explain how to use each page. Engaging and relevant unit themes include: *L'école de l'avenir*; *Aventures en plein air*; *Mordu du sport*; *Mon style, Ma mode*; *Musique-mania!*; and *Action jeunesse*. Visuals are age appropriate and match the content on the page. Themes may be taught in order or they may be taught in a suggested sequence. Each unit offers a variety of assessment strategies, as well as suggestions to accommodate different learning styles and levels of ability, while focusing on one or two new learning strategies for each skill category. An overview of all the learning strategies are found at the end of Mon carnet. The Comment ça marche? pages in the student text or livret examine the language structures and functions that students have been exposed to in previous phases. Discovery learning, inductive questioning, and application and transfer of learning are encouraged. The student text or individual module presents the following sections to encourage independent learning: Zoom sur le projet!; Culture à la carte; Langue express; Guide de la communication; and Lexique français-anglais. Mon carnet offers a variety of support materials for the unit phases and the final project. Activities offer opportunities for practising comprehension and production skills, identified by icons. The teacher's guide consists of teaching notes that are divided into three sections for each phase: pre-activity; activity; and post-activity. Headings and logos in the margin of the guide identify vocabulary building, culture, optional mini-ateliers, evaluation opportunities, technology, learning strategies, final project links, student portfolio work, accommodation, enrichment, differentiation options, and multiple intelligences. In addition, the teacher's guide includes the Mon carnet answer key, reproducible worksheets, and evaluation worksheets. The CD-ROM contains the reproducible worksheets and the evaluation worksheets that can be customized to meet specific needs. It also includes "idées pour la réflexion" for all the phases and supplementary worksheets to allow for further student practice of the language structures presented in each unit. The compact disc consists of an audio recording of the activities as identified by an icon in the teaching notes. The script for each recording is provided in the notes at point-of-use. A video component is available to support level one of the series, but is not recommended.

Audience

General

Category: Student, Teacher Resource



Le café des rêves

General Description:

This engaging and topical video consists of five 20-minute programs revolving around a group of French teenagers who renovate a run-down café. The plot is highly suspenseful and the level of language easily accessible. The accompanying teacher's guide provides lesson plans and activities.

Caution:

The robbery and assault of the grandmother at the end of episode 2 could prove disturbing to some viewers; it is repeated in the recap of episode 3 and in the confession of the assailant in episode 5.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓			

Year Recommended in Grade Collection: 2006

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Text: \$36.25
Teacher's Guide: Check with supplier

ISBN/Order No: Student Text: 0-321-18982-5
Teacher's Guide: Various

Copyright: 2006

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓	✓	✓

Year Recommended in Grade Collection: 1999

Supplier: International Tele-Film Enterprises Ltd.
41 Horner Avenue - Unit 3
Etobicoke, ON M8Z 4X4

Tel: (416) 252-1173 **Fax:** (416) 252-2155

Toll Free: 1-800-561-4300

Web Address: www.itf.ca

Price: Video: \$299.00
Guide: \$30.00

ISBN/Order No: Video: CAF700
Guide: 0563353651

Copyright: 1994



La chaise berçante

General Description:

La chaise berçante is an interactive CD-ROM which uses the Oscar-winning animated film CRAC as the centrepiece to teach and promote the integration of French language and French Canadian culture. The film relates the story of the evolution of Quebec society through the life of a rocking chair. In addition to the video, the resource includes video clips from a televised interview with Frédéric Back, 52 Canadian art slides, five songs, video of a traditional French Canadian folk dance, the legend La chasse-galerie, audio and graphic files, computerized activities, a lexicon of over 1,000 words, including multimedia definitions, etc.

System Requirements:

Windows: 95 or higher; 64 Mb RAM; 8X CD-ROM; colour monitor; CD drive; mouse required.

Macintosh: System OS 8.6 or higher; 233 MHz; 64 Mb RAM; 8X CD-ROM; colour monitor; CD drive; mouse required.

Caution:

If using an English keyboard the setting must be turned to the French keyboard in order to be able to use French accents in the written activities.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 2002

Supplier: *Les Éditions 3D*

1807 Bay Shore Road SW
Calgary, AB T2V 3M2

Tel: (403) 281-1911

Fax: (403) 281-2011

Web Address: www.telusplanet.net/public/dddware/chaise

Price: \$24.95

ISBN/Order No: 0-9689901-0-X

Copyright: 2001



Des chansons québécoises sans frontières

Author(s): Martel, A. et al.

General Description:

This resource package consists of 12 popular Québécois songs on two audio cassettes, accompanied by an extensive teacher's guide which suggests instructional strategies and activities for each of the songs. Some of the supplementary activities could be linguistically challenging.

Audience

General

Immersion - timeless themes

Programme francophone - timeless themes

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	

Year Recommended in Grade Collection: 1999

Supplier: *Éditions Hurtubise HMH*

1815, avenue De Lorimier
Montréal, QC H2K 3W6

Tel: (514) 523-1523

Fax: (514) 523-9969

Toll Free: 1-800-361-1664

Web Address: www.hurtubisehmm.com

Price: Audio Cassettes : 22,95 \$ chacune
Guide du maître : 150 \$

ISBN/Order No: Audio Cassettes: 174009/194646
Guide du maître: 2-89045-915-2

Copyright: 1992

**Communi-Quête 1****General Description:**

This comprehensive resource package is the first level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level One consists of six themes per grade level available in a student hard cover text or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities/music CD, teacher resource book, language and strategy card pack, and video. The language and vocabulary arise from the requirements of the final task. Language structures are taught as they are needed by students in the Quête-Langage section of the student book. The teacher resource book is a key component as it provides good support for teachers on how the student book, workbook, video, CD, and strategy cards all fit together. There is consistency among the various components and options and adaptations for different learning styles are numerous. Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task are rich in variety and address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. Strategy cards assist students in identifying or using appropriate learning strategies. The layout of the student text or student module is attractive and eye-catching. Colour and icons are used to highlight various concepts. High interest and relevant themes include: *Mosaïque*, *Entrepreneurs en herbe!*; *Le grand voyage*; *La guerre aux déchets*; *Consommation*; and *Phénomènes canadiens*. Of the six themes, four can be implemented in a flexible order. It is recommended that *Mosaïque* be used as the introductory model to begin the year and *Phénomènes* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. They depict appropriate-aged students in very professional productions. The video script is on the CD and in the teacher resource package. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

Audience

General

Category: Student, Teacher Resource**Communi-Quête 2****General Description:**

This comprehensive resource package is the second level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level Two consists of six themes per grade level available in a student hard cover text, or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities/music CD, teacher resource book, language and strategy card pack, and video. The language and vocabulary arise from the requirements of the final task. Language structures are taught as they are needed by students in the Quête-Langage section of the student book. The teacher resource book is a key component as it provides good support for teachers on how the student book, workbook, video, CD, and strategy cards all fit together. There is consistency among the various components and options, and adaptations for different learning styles are numerous. Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task are rich in variety and address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. Strategy cards assist students in identifying or using appropriate learning strategies. The layout of the student text or student module is attractive and eye-catching. Colour and icons are used to highlight various concepts. High interest and relevant themes include: *En route vers la Francophonie*; *À l'action*; *Le monde mystérieux de la science*; *Rétro-Monde*; *Faisons une différence*; and *Ça brosse*. Of the six themes, four can be implemented in a flexible order. It is recommended that *En route vers la Francophonie* be used as the introductory model to begin the year and *Ça brosse* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. They depict appropriate-aged students in very professional productions. The video script is on the CD and in the teacher resource package. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

Audience

General

Category: Student, Teacher Resource**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓				

Year Recommended in Grade Collection: 2006

Supplier: Oxford University Press (Ontario)
70 Wynford Drive
Don Mills, ON M3C 1J9

Tel: (416) 441-2941 **Fax:** (416) 441-0345**Toll Free:** 1-800-387-8020**Web Address:** www.oupcan.com

Price: Student Text, 6 theme unit: \$34.95
Teacher Resource Book, 6 theme unit: \$205.95

ISBN/Order No: Student Text, 6 theme unit: 0-19-542358-5
Teacher Resource Book, 6 theme unit:
0-19-542359-3

Copyright: 2004**Grade Level:**

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓			

Year Recommended in Grade Collection: 2006

Supplier: Oxford University Press (Ontario)
70 Wynford Drive
Don Mills, ON M3C 1J9

Tel: (416) 441-2941 **Fax:** (416) 441-0345**Toll Free:** 1-800-387-8020**Web Address:** www.oupcan.com

Price: Student Text, 6 theme unit: \$34.95
Teacher Resource Book, 6 theme unit: \$205.95

ISBN/Order No: Student Text, 6 theme unit: 0-19-542360-7
Teacher Resource Book, 6 theme unit:
0-19-542361-5

Copyright: 2005



Communi-Quête 3

General Description:

This comprehensive resource package is the third level of the three-level *Communi-Quête* series and offers a communicative approach to French language learning. Level Three consists of six themes per grade level available in a student hard cover text, or in separate thematic modules. Each theme includes a full-colour student book or soft cover magazine format, the student workbook, which is also available in reproducible master format, listening activities/music CD, teacher resource book, language and strategy card pack, and video. The language and vocabulary arise from the requirements of the final task. Language structures are taught as they are needed by students in the Quête-Langage section of the student book. The teacher resource book is a key component as it provides good support for teachers on how the student book, workbook, video, CD, and strategy cards all fit together. There is consistency among the various components and options and adaptations for different learning styles are numerous. Social skills are promoted and there are opportunities for student portfolio development skills. The lessons that lead to the final task are rich in variety and address the four skills plus representing and viewing. Cooperative learning strategies are used and decision making is supported. Strategy cards assist students in identifying or using appropriate learning strategies. The layout of the student text or student module is attractive and eye-catching. Colour and icons are used to highlight various concepts. High interest and relevant themes include: *Mission : survie*; *Un avenir à découvrir*; *Studio créateur*; *Et maintenant, passons aux nouvelles*; *Bombes météo*; and *Folklore urbain*. Of the six themes, four can be implemented in a flexible order. It is recommended that *Mission : survie* be used as the introductory model to begin the year and *Folklore urbain* be used as the 'wrap-up' module to conclude the year. The videos are a strong component of this program. They depict appropriate-aged students in very professional productions. The video script is on the CD and in the teacher resource package. The use of viewing strategies are reinforced by means of strong pre-, during-, and post-viewing activities. Spoken French seems very natural.

Audience

General

Category: Student, Teacher Resource



Créer un monde de paix

Author(s): Maxwell, M.

General Description:

This CD contains a variety of songs portraying the themes of animals, school, food, peace, and nature. The level of language is age appropriate for elementary Core French audiences and the music represents a variety of appealing styles. Words are included in the CD cover. Also available in audio cassette format.

Audience

General

Category: Teacher Resource



En direct 1

Author(s): Jean, G.

General Description:

This first part of a three-level series consists of a student text, student workbook, blackline masters, teacher's resource book, five cassettes, and transparencies. Each theme-centred unit provides a variety of open-ended activities which use all four communicative skills.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓		

Year Recommended in Grade Collection: 2006

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON M3C 1J9

Tel: (416) 441-2941 **Fax:** (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: Student Text, 6 theme unit: \$35.95
Teacher Resource Book, 6 theme unit: \$205.95

ISBN/Order No: Student Text, 6 theme unit: 0-19-542362-3
Teacher Resource Book, 6 theme unit:
0-19-544236-1

Copyright: 2005

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓					

Year Recommended in Grade Collection: 2001

Supplier: *Muffin Rhythm Co.*
RR 1, E-43
Bowen Island, BC V0N 1G0

Tel: 1-800-668-6288 **Fax:** (604) 947-9630

Toll Free: 1-800-668-6288

Price: CD: \$16.00
Audio Cassette: \$12.00

ISBN/Order No: CD: 4030
Audio Cassette: 4010

Copyright: 1997

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

Year Recommended in Grade Collection: 1999

Supplier: *Thomson Nelson*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Text: \$47.95
Teacher Resource Book: \$269.95

ISBN/Order No: Text: 7715-28922
Teacher Resource Book: 7715-28957

Copyright: 1993



En direct 2

Author(s): Jean, G.

General Description:

This second part of a three-level series consists of a student text, student workbook, blackline masters, teacher's resource book, five cassettes, and transparencies. Each theme-centred unit provides a variety of open-ended activities which use all four communicative skills.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson

1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$47.95

Teacher Resource Book: \$269.95

ISBN/Order No: Student Text: 7715-29007

Teacher Resource Book: 7715-2904X

Copyright: 1995



En direct 3

Author(s): Jean, G.

General Description:

En direct 3 consists of a student text, student workbook (also available in blackline master format), teacher's resource book, and cassettes. Each theme-centred module provides a variety of open-ended activities which use all four communicative skills. Although *En direct 3* can be viewed as a continuation of *En direct 2*, many teachers will find that this program allows for a flexible and enriched delivery of the Core French 12 curriculum. The richness of the literary anthology supports a range of teaching and learning styles. The approach taken in *En direct 3* focuses the student's learning on themes supported by a rich variety of creative works.

Audience

General

Gifted - could be used as an open-ended study; independent and authentic nature of the program allows for challenge of gifted students

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson

1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Book: \$19.95

Teacher Resources Materials: \$49.95

ISBN/Order No: Student Book: 7715-29074

Teacher Resource Materials: 7715-29104

Copyright: 1996



Entre amis Series Level 1

Author(s): Jean, G. et al.

General Description:

At each level, this three-level series comprises a student text, student workbook, blackline masters, teacher's guide, cassettes, and overhead transparencies. The communicative and experiential approach integrates culture, language study, general knowledge, and communication strategies. A supplementary collection of worksheets reinforce vocabulary, grammar, and language patterns.

Audience

General

LD - repetition and reinforcement of language

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓				

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson

1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$43.95

Teacher's Guide: \$254.95

ISBN/Order No: Student Text: 7715-28647

Teacher's Guide: 7715-28698

Copyright: 1990



Entre amis Series Level 2

Author(s): Jean, G. et al.

General Description:

At each level, this three-level series comprises a student text, student workbook, blackline masters, teacher's guide, cassettes, and overhead transparencies. The communicative and experiential approach integrates culture, language study, general knowledge, and communication strategies. A supplementary collection of worksheets reinforce vocabulary, grammar, and language patterns.

Audience

General
LD - repetition and reinforcement of language

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓			

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$43.95
Teacher's Guide (English): \$254.95

ISBN/Order No: Student Text: 7715028752
Teacher's Guide (English): 7715-28795

Copyright: 1992



Entre amis Series Level 3

Author(s): Jean, G. et al.

General Description:

At each level, this three-level series comprises a student text, student workbook, blackline masters, teacher's guide, cassettes, and overhead transparencies. The communicative and experiential approach integrates culture, language study, general knowledge, and communication strategies. A supplementary collection of worksheets reinforce vocabulary, grammar, and language patterns.

Audience

General
LD - repetition and reinforcement of language

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓		

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$43.95
Teacher's Guide (English): \$254.95

ISBN/Order No: Student Text: 7715-28825
Teacher's Guide (English): 7715-28876

Copyright: 1992



J'arrive vite et bien

Author(s): Nemni, M.

General Description:

This bridging program consists of either a softcover workbook or blackline masters, plus teaching notes, and a video cassette. This resource is divided into four units centred around themes and teaches basic language patterns and communication skills in these contexts. Each unit opens with a recorded scene that introduces the theme and then moves to activities.

Audience

General
Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓			

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Workbook: \$9.00
Teaching Notes: \$37.59

ISBN/Order No: Workbook: 0130475246
Teaching Notes: 0131012622

Copyright: 1993



Jeunes Francophones

General Description:

This series consists of two videos incorporating a total of 10 programs, approximately 20 minutes each, and a teacher's guide with activities, worksheets, answer keys, and program tapescripts. The same presenters, all between the ages of 15 and 20, introduce each program, giving consistency which will aid student comprehension. The video format is a well-paced combination of music and spoken language, reinforced by strong and appropriate visual support and captions. Topics covered by the programs that take place in three the Francophone regions of Québec, Sénégal, and Toulouse are: fashion; sport and health; leisure activities; environment; work; media; relationships; and food.

Caution:

Due to the realistic nature of some of the images shown, careful previewing of certain programs is suggested: #6 "Le travail" - a short clip of a baby being born; #8 "Je t'aime" - polygamous family situations, breastfeeding; #9 "La bonne assiette" - forcing grain down a goose's throat; #10 "L'environnement global" - short segment on whale hunting.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓	✓	✓

Year Recommended in Grade Collection: 1999

Supplier: *International Tele-Film Enterprises Ltd.*
41 Horner Avenue - Unit 3
Etobicoke, ON M8Z 4X4

Tel: (416) 252-1173

Fax: (416) 252-2155

Toll Free: 1-800-561-4300

Web Address: www.itf.ca

Price: \$395.00

ISBN/Order No: 0563397276

Copyright: 1994



Jeunesse Mag: Au-delà des frontières

General Description:

This magazine-style book provides a selection of authentic materials which touch on many areas of student interest in a current and up-to-date manner. The length of the articles varies from half a page to three pages. Provides a one-page lexicon at the back of the book, and suggests exercises.

Audience

General

Gifted - opportunities for divergent thinking and for in-depth analysis.

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101

Fax: 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: \$11.50

ISBN/Order No: 07730 5417 0

Copyright: 1994



"Le magazine" Anthology Series

Author(s): Jean, G.

General Description:

This supplementary reading program consists of three illustrated magazine-style anthologies featuring poetry, interviews, comics, short stories, surveys, and letters. Themes include travel, leisure, sports, science, arts, drama, environment, health, and school. The articles could serve as a starting point for a variety of student activities and would be an excellent accompaniment to any language program.

Audience

General

Gifted - could provide enrichment opportunities

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Year Recommended in Grade Collection: 1999

Supplier: *Thomson Nelson*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448

Fax: (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$12.45 each

Teacher Resource: \$59.95 each

ISBN/Order No: Various

Copyright: 1994



Le loup du Nord

Author(s): Maxwell, M.

General Description:

This CD contains a variety of songs portraying the themes of dinosaurs, magic, environment, animals, Christmas, Valentine's Day, and musical instruments. The level of language is age appropriate for elementary Core French audiences and the music represents a variety of appealing styles. Words are included in the CD cover. Also available in audio cassette format.

Audience

General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓					

Year Recommended in Grade Collection: 2001

Supplier: *Muffin Rhythm Co.*
RR 1, E-43
Bowen Island, BC V0N 1G0

Tel: 1-800-668-6288 **Fax:** (604) 947-9630

Toll Free: 1-800-668-6288

Price: CD: \$16.00
Audio Cassette: \$12.00

ISBN/Order No: CD: 4027
Audio Cassette: 4007

Copyright: 1987



Nouvelles frontières 10e

Author(s): Catenacci, F. et al.

General Description:

Nouvelles frontières 10e, a program designed to support a blackline master format), a teacher's guide, a cahier answer key, and compact discs. The anthologie includes a novel by Denis Cole, *La machine à rajeunir*, that has been adapted to meet the needs of gifted Grade 11 students or those in an enriched French program. Also included are nine reading selections of various genres, both fiction and non-fiction, appropriate to the age and interests of Grade 11 students. The selections vary in length from two-page opinion pieces to six-page stories. Each chapter of the novel and reading selections contains three sections: Avant de lire; As-tu compris?; and Expansion. A reference section is provided at the back and includes Grammaire et structures langagières, Conjugaisons de verbes, and a Lexique français-anglais. The cahier provides support materials that guide students through the reading and comprehension of the anthologie and offer opportunities for writing, listening, and speaking activities which are identified by logos. The coil-bound teacher's guide contains detailed teaching notes for each chapter of the novel and for the nine reading selections. The cahier answer key replicates the cahier content and provides answers to the activities. The audio compact disc package contains two CDs, as well as an audio program guide that outlines the content and length of each CD track. All reading selections, except for the novel, are recorded, as well as the cahier listening comprehension exercises and the mini-dialogues.

Audience

General

Gifted - provides interesting readings that allow students to develop critical thinking skills and literary appreciation.

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

Year Recommended in Grade Collection: 2006

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Anthologie: \$22.75
Teacher's Guide: \$67.50

ISBN/Order No: Anthologie: 0-201-74821-5
Teacher's Guide: 0-201-74824-X

Copyright: 2002



Nouvelles frontières 11e

Author(s): Bourdeau, M. et al.

General Description:

Nouvelles frontières 11e, a program designed to support the pleasure of reading and second language learning, would be of interest to gifted students or those on an enriched French program. The program consists of an anthologie, a cahier (also available in blackline master format), a guide pédagogique, a guide de la communication, a cahier answer key, and compact discs. Included in the anthologie are 37 reading selections of various genres, both fiction and non-fiction, appropriate to the age and interests of Grade 12 students. The selections vary in length from one page poems to an eight-page story. Each reading selection contains three sections: Avant de lire; As-tu compris?; and Expansion. A reference section is provided at the back and includes Grammaire et structures langagières; Conjugaisons de verbes, and a Lexique français-anglais. The cahier provides support materials that guide students through the reading and comprehension of the Anthologie and offer opportunities for writing, listening, and speaking activities which are identified by logos. The three-ring guide pédagogique contains detailed teaching notes for each anthology selection. The cahier answer key replicates the cahier content and provides answers to the activities. The audio compact disc package contains six CDs as well as an audio program that outlines the content and length of each CD track. All reading selections are recorded, as well as the cahier listening comprehension exercises, On écoute, and the mini-dialogues.

Audience

General

Gifted - provides interesting readings that allow students to develop critical thinking skills and literary appreciation.

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 2006

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Anthologie: \$31.25
Teacher's Guide: \$104.00

ISBN/Order No: Anthologie: 0-321-15461-4
Teacher's Guide: 0-321-15464-9

Copyright: 2003



Passe-partout, deuxième édition

Author(s): De Méo, P. et al.

General Description:

The second edition of this collection of readings contains approximately 75% content from the first edition and 25% new content. As in the first edition, texts deals with topics such as war and peace, the environment, health, youth issues, and relationships. A variety of fiction and non-fiction literary genres from Canada, France, and Africa include articles, letters, brochures, essays, questionnaires, newspaper advertisements, songs, poems, and short stories. In addition to each text, there are pre- and post-reading activities. This second edition is divided into six sections: Un tour d'horizon; Le jeunesse; Vivre de nos jours; La santé: défis actuels; La guerre et la paix; and L'environnement. New titles are: Les adolescents devraient être jugés de la même façon que les adultes; Le français de l'avenir; Les tribulations d'un Québécois à Paris; Le Café électronique; Café et clavier font la paire!; Une référence santé: l'indice de masse corporelle; La langue de chez nous; Victime de la mode. Titles no longer included in the second edition are: Speak White; Prière d'un petit enfant nègre; Gin changé en lait; C'est là que je suis morte; L'asile ami; Les Grand Lacs - un vaste réservoir toxique; and Devinettes I et II. Teachers will note that the article on AIDS no longer contains statistics which rapidly become outdated.

Audience

General

Gifted - opportunities for extensions and lateral thinking; some visuals allow for open-ended, independent study

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 2001

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: \$32.25

ISBN/Order No: 0-201-89211-1

Copyright: 1996



Savoir faire: Passages 1

Author(s): McConnell, G. et al.

General Description:

The first level of the second part of the *Savoir faire* series includes the following components: student book; cahier d'activités; audio cassettes or compact discs; overhead transparencies; flash cards; teacher's guide; and teacher resource pack. The program allows students to develop their four language skills within the context of six themes per level. A bridging unit is included.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓				

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Edition: \$32.50
Teacher Resource Package: \$237.95

ISBN/Order No: Student Edition: 0-201-57420-9
Teacher Resource Package: 0-201-57425-X

Copyright: 1993



Savoir faire: Passages 2

Author(s): McConnell, G. et al.

General Description:

The second level of the second part of the *Savoir faire* series includes the following components: student book; cahier d'activités; audio cassettes or compact discs; overhead transparencies; flash cards; teacher's guide; and teacher resource pack. The program allows students to develop their four language skills within the context of six themes per level.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓			

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Edition: \$32.50
Teacher's Guide: \$158.95

ISBN/Order No: Student Edition: 0-201-552000
Teacher's Guide: 0-201-55203-5

Copyright: 1994



Savoir faire: Passages 3

Author(s): McConnell, G. et al.

General Description:

The third level of the second part of the *Savoir faire* series allows students to continue to develop their four language skills within the context of six themes. Components include a student book, cahier d'activités, cassettes or compact discs, overhead transparencies, a teacher's guide, and a teacher's resource package. The activity centre package has not been evaluated.

Audience

General
Gifted - Enrichment Activities

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓		

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Book: \$35.50
Teacher's Resource Binder: \$244.25

ISBN/Order No: Student Book: 0201-57377-6
Teacher's Resource Binder: 0201-57391-1

Copyright: 1991



Savoir faire: Visages 1

Author(s): Mas, J. et al.

General Description:

The first level of the *Savoir Faire* series is now available in a modular format as well as in the single text version that was previously recommended and is still recommended. This attractive, appealing, and communicative resource promotes French language learning using activity-based and thematic strategies. Appropriate themes are explored through clearly explained projects; in addition there are a large number of extension activities for further language exploration. Components include a student magazine, student workbook, cassettes or CDs, flash cards, posters, teacher's kit, and blackline masters. There are many components essential to each thematic unit; daily lesson preparation involves a significant degree of cross-curricular coordination. The new version consists of eight separate student books: *Ensemble A - Les animaux de compagnie* and *La télévision*; *Ensemble B - Les clowns* and *Les héros*; *Ensemble C - Les pattes* and *Les pas*; *Ensemble D - Dans la forêt* and *Dans une île*. Each module contains one unit with approximately 15 pages per module. There are eight cahiers, one per unit, consisting of approximately 10 pages each. The teacher's package, in one-inch binder format, includes teacher material for one unit, program overview, teacher's guide, blackline masters (approximately 10 per unit) in addition to those found in the workbook, audio CD, poster, and answer key. The class kit, packaged in a durable carrying case, includes 30 student editions, and one teacher's package.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓							

Year Recommended in Grade Collection: 2005

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

Tel: (416) 447-5101

Fax: 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Kits: \$199.95 each
Guide: \$21.95

ISBN/Order No: Various

Copyright: 1998



Savoir faire: Visages 2

Author(s): Mas, J.

General Description:

The second level of the *Savoir faire* series is now available in a modular format as well as in the single text version that was previously recommended and is still recommended. This attractive, appealing, and communicative resource promotes French language learning using activity-based and thematic strategies. Appropriate themes are explored through clearly explained projects; in addition there are a large number of extension activities for further language exploration. Components include a student magazine, student workbook, cassettes or CDs, flash cards, posters, teacher's package, and blackline master. There are many components essential to each thematic unit; daily lesson preparation involves a significant degree of cross-curricular coordination. The new version consists of eight separate sudden books: *Ensemble A - La pizza* and *Les t-shirts*; *Ensemble B - Les fourmis* and *Dans les nuages*; *Ensemble C - Les pompiers* and *Les extraterrestres*; *Ensemble D - Le temps* and *Les animaux en danger*. Each module contains one unit with approximately 15 pages per module. There are eight cahiers, one per unit, consisting of approximately 10 pages each. The teacher's package, in one-inch binder format includes teacher material for one unit, program overview, teacher's guide, blackline masters (approximately 10 per unit) in addition to those found in the workbook, audio CD, poster, and answer key.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
						✓	✓					

Year Recommended in Grade Collection: 2005

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

Tel: (416) 447-5101

Fax: 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Kits: \$199.95 each
Guide: \$21.95

ISBN/Order No: Various

Copyright: 1998



Savoir faire: Voyages 1

Author(s): McConnell

General Description:

The first of two levels in the third and final part of the *Savoir faire* series develops and fosters positive attitudes toward French and promotes French language learning using activity-based and thematic strategies. Communicative-based program enables students to interact with others in a purposeful way. Components are a student text, cahier d'activités, cassette package or compact discs, and teacher's package with blackline masters.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Edition: \$34.50
Teacher's Package: \$230.25

ISBN/Order No: Student Edition: 0-201-57486-1
Teacher's Package: 0-201-57496-9

Copyright: 1994



Savoir faire: Voyages 2

Author(s): McConnell

General Description:

The second of two levels in the third and final part of the *Savoir faire* series develops and fosters positive attitudes toward French and promotes French language learning using activity-based and thematic strategies. Communicative-based program enables students to interact with others in a purposeful way. Components are a student text, cahier d'activités, cassette package or compact discs, and teacher's package with blackline masters.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
												✓

Year Recommended in Grade Collection: 1999

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

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: Student Edition: \$37.50
Teacher's Package: \$236.95

ISBN/Order No: Student Edition: 0-201-55240-X
Teacher's Package: 0-201-55236-1

Copyright: 1995



Stoddart Colour Visual Dictionary French-English

Author(s): Corbeil, et al.

General Description:

This contemporary picture dictionary covers 600 subjects and identifies more than 25 000 terms in both French and English. A user's guide explains all the features. Also included is an extended table of contents. Topics are categorized and colour coded to allow for ease of use. Illustrations are very detailed.

Caution:

Illustrations of human anatomy are graphically explicit.

Audience

General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Year Recommended in Grade Collection: 1999

Supplier: Thomson Nelson
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$55.00

ISBN/Order No: 7737-2642X

Copyright: 1992



Tous ensemble!

Author(s): Ullmann, R. et al.

General Description:

This supplementary reading program consists of two illustrated magazine-style anthologies of poetry, biographies, short stories, surveys, and cultural pieces. Each comes with a cassette and a teacher's guide containing activities and worksheets. The cassette features a selection of the readings. Available only while quantities last.

Audience

General
Gifted - opportunities for independent study

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Year Recommended in Grade Collection: 1999

Supplier: *Thomson Nelson*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$24.95
Teacher's Guide: \$118.95

ISBN/Order No: Various

Copyright: 1993



APPENDIX C

Assessment and Evaluation

INTRODUCTION

After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular Core French program. Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and for assessment and evaluation strategies.

These samples show how teachers might structure a unit. The topics and activities are ideas only. Teachers can adapt them according to their teaching situation.

COMMUNICATIVE ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, what they are able to do, and what they are working toward. Communicative assessment tools include practice assignments, quizzes, samples of student work, pencil-and-paper tests, projects, and oral and written reports. Assessment methods include observation, student self- and peer assessments, holistic rating scales, performance reviews, and portfolio assessments.

Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when teachers provide evaluation on a regular, ongoing basis. When teachers and students see evaluation as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop

further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. Evaluation is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to a prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Teachers can use criteria to evaluate student performance in

relation to learning outcomes. For example, weighting criteria, using rating scales, or developing performance rubrics (reference sets) are three ways teachers can evaluate student performance using criteria.

Samples of student performance should reflect learning outcomes and identified

criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, teachers should provide a description of the performance sample.

Criterion-referenced evaluation may be based on these steps:

- | | |
|----------------|---|
| Step 1 | Identify the expected learning outcomes (as stated in the Integrated Resource Package). |
| Step 2 | Identify the key learning objectives for instruction and learning. |
| Step 3 | Establish and set criteria. Involve students, when appropriate, in establishing criteria. |
| Step 4 | Plan learning activities that will help students gain the knowledge or skills outlined in the criteria. |
| Step 5 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 6 | Provide examples of the desired levels of performance. |
| Step 7 | Implement the learning activities. |
| Step 8 | Use assessment methods appropriate to the particular assignment and student. |
| Step 9 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to the criteria. |
| Step 10 | Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met. |
| Step 11 | Report the results of the evaluation to students and parents. |



APPENDIX C

Assessment and Evaluation Samples

The samples in this section illustrate how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context, suggested instructional tasks and strategies, the tools and methods used to gather assessment information, and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

1. identification of the prescribed learning outcomes
2. overview
3. planning for assessment and evaluation
4. defining the criteria
5. assessing and evaluating student performance

1. *Prescribed Learning Outcomes*

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

2. *Overview*

This is a summary of the key features of the sample.

3. *Planning for Assessment and Evaluation*

This part outlines:

- background information to explain the classroom context
- instructional tasks
- opportunities that students were given to practise learning
- feedback and support that was offered to students by the teacher
- ways in which the teacher prepared students for the assessment

4. *Defining the Criteria*

This part illustrates the specific criteria (based on prescribed learning outcomes), the assessment task, and various reference sets.

5. *Assessing and Evaluating Student Performance*

This part includes:

- assessment tasks or activities
- the support the teacher offered students
- the tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Core French 5 to 12.

- Grade 5: *Photo Safari*
Page C-8
- Grade 6: *Le Chandail de hockey*
Page C-11
- Grade 7: *Mystery Guest*
Page C-15
- Grade 8: *Leisure Time*
Page C-21
- Grade 9: *Electronic Correspondence*
Page C-28
- Grade 10: *Friendship*
Page C-38
- Grade 11: *Advertising Analysis*
Page C-45
- Grade 12: *Folk Tale*
Page C-51

GRADE 5**Topic:** *Photo Safari***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask and respond to simple questions
- communicate likes, dislikes, wants, and needs
- respond to classroom instructions

Acquiring Information*It is expected that students will:*

- identify specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Experiencing Creative Works*It is expected that students will:*

- respond to creative works from the Francophone world

2. OVERVIEW

Students worked in pairs over a two-week period. Each pair researched two animals and produced a *fiche* (information sheet) for each animal. The *fiches* were collected to form a class photo safari. Evaluation was based on:

- participation in oral activities
- animal information sheet
- role-play situation
- oral presentation

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the character *Babar* and explained how the *Babar* stories were originally written in French. The teacher then read *Babar et la Baleine* to students. “Babar and the Whale” could also have been read.

- In English, the class discussed the animals mentioned in the story. The teacher explained that students would be creating a photo safari and in pairs would present role plays. The teacher provided students with the names of animals in French. The students practised the vocabulary by means of flashcards, crossword puzzles, and word searches.
- The class brainstormed, using English when required, the types of information that might be included on the animal information sheets. Using simple multimedia software, the teacher designed a form to be used by students to collect their data. The students scanned pictures and downloaded them onto the forms.
- Working in pairs, students chose two animals to research and present to the class. They also picked an additional animal or animals for their role play. The teacher provided a list of French-language web sites (including federal government agencies, zoos), CD-ROMs, and picture books that students could consult.
- To give students the sentence frames they needed, the class worked through a sample sheet for an animal.
- The presentation to the class was in the form of the word game *Qui-suis-je?* (Who am I?) Students wrote five clues describing their animal (e.g., *Je suis très grand. Je suis gris.*) After each clue, the class attempted to guess the animal. If the class was unable to guess after five clues, the presenting student received a point. If the class guessed correctly, each class member was awarded a point. The individual with the most points won the game.
- Students were given a choice of role-play situations:
 - purchasing a real or stuffed animal
 - looking for a lost animal
 - performing a puppet show in which two animals converse

- In pairs, students presented the role plays to the class.
- After the presentations, the *fiches* were collected and displayed as a class photo safari.

4. DEFINING THE CRITERIA

The teacher discussed the following criteria at the beginning of the activity and offered frequent reminders as students worked. Students had copies of the criteria and rating scales in their notebooks.

Individual Participation During Project Work

To what extent does the student:

- attempt to use French in asking and responding to simple questions
- use visual and contextual clues to guess meaning
- respond to classroom instructions

Animal Information Sheet

To what extent does the student:

- record required information
- show evidence of research
- provide a photo, picture, or drawing of the animal

Oral Presentations

To what extent does the student:

- take risks; make an effort to speak French
- follow simple directions for classroom routines
- use practised structures to ask and answer questions
- show interest and perseverance in using French resources
- pronounce familiar words and phrases with increasing accuracy

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for their animal information sheets and participation in oral activities. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year.

Animal Information Fiche (Sample)

<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <p>Photo (Dessin)</p>		<p>Nom _____</p> <p>L'animal _____</p> <p>La couleur _____</p> <p>La taille _____</p> <p>Autre _____</p>					
Genre		Nourriture			Habitat		
domestique	sauvage	carnivore	herbivore	omnivore	la terre	l'eau	l'air

Indiquer avec une coche (✓)

Participation in Oral Activities

Criteria	Game Rating	Role Play Rating
<ul style="list-style-type: none"> takes risks; makes effort to speak French 		
<ul style="list-style-type: none"> follows simple directions for classroom routines (game) communicates likes, dislikes, wants, and needs (role play) 		
<ul style="list-style-type: none"> uses practised structures to ask and answer questions 		
<ul style="list-style-type: none"> shows interest and perseverance in using French resources 		
<ul style="list-style-type: none"> pronounces familiar words and phrases with increasing accuracy 		

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Animal Information Fiche

Rating	Criteria
Outstanding 4	Goes beyond the basic requirements to demonstrate additional learning (e.g., includes adjectives not presented in class). Effectively uses creativity, colour, and visual enhancement.
Very Good 3	Complete and accurate. Uses vocabulary provided to present information. Uses colour or other visual enhancement. May include minor errors.
Satisfactory 2	Basic. Includes required information and vocabulary provided. May omit colour or other visual enhancement, or use wrong word in places.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

GRADE 6

Topic: *Le Chandail de hockey*

1. PRESCRIBED LEARNING OUTCOMES

Communicating

It is expected that students will:

- make and respond to simple requests
- express preferences and interests
- participate in known and predictable classroom situations

Acquiring Information

It is expected that students will:

- extract specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Experiencing Creative Works

It is expected that students will:

- respond to creative works from the Francophone world

Understanding Cultural Influences

It is expected that students will:

- identify elements of Francophone cultures that are different from or similar to their own

2. OVERVIEW

The teacher developed a series of activities based on the short story *Le Chandail de hockey* by Roch Carrier. The activities took place over a two-week period. Evaluation of the prescribed learning outcomes was based on:

- written responses to the story, using English when required
- creation of sports posters
- oral presentations of sports posters

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher asked students to list sports and physical activities they enjoyed, and recorded their responses (in French) on a classroom chart. The key vocabulary resulting from this activity was also added to the classroom word bank. Groups of three or four students each chose a sport or activity and researched three to five words (mostly cognates) related to the sport. Resources included classroom dictionaries, CD-ROMs, the Internet, and the teacher. These words also became part of the classroom word bank.
- The teacher prompted a discussion, using English when required, on sports and culture by posing questions that encouraged students to talk about their prior knowledge and connect the lesson activities to their personal experiences. For example:
 - What sports do you watch? Do you have teams you usually cheer for?
 - How many of you own a piece of clothing with a sports logo? What sports are represented? What teams?
- The teacher listed the most popular teams and logos on a chart, then invited students to talk about why some sports and teams are more popular than others. Questions included:
 - Why are these teams so popular? How do people choose the teams they cheer for?
 - Are some teams or sports more popular with girls than with boys? With older people? Younger people? Do you and older members of your family cheer for the same teams?
 - What makes some sports more popular in some cities, provinces, or countries than in others?

- The teacher then focussed the discussion on hockey, posing questions such as:
 - Why is hockey so popular in Canada?
 - What teams are most popular now?
 - If you lived in Toronto, what hockey team would you most likely cheer for? What if you lived in Montreal?
- The teacher explained that they were going to read a French book about a boy who loved hockey and whose favourite team was the Montréal Canadiens. Students predicted French words and phrases they might hear, and the teacher listed these on the board. Students also speculated about other words that might be helpful and the teacher made a short list of unfamiliar French words the students might listen for. The teacher explained that they should focus on a few key questions, and provided students with the following list:
 - Who are the characters?
 - Where does the story take place?
 - What is the story about?
 - What is the problem in the story?
 - What feeling or emotion do you get from the story?
 - How does the story end?
- The teacher read the book *Le Chandail de hockey*. Students listened, then, in groups of four, discussed what they had heard. The groups listed the main things they noticed, and noted questions about the parts they did not understand. Next, they watched the video, *Le Chandail*, looking for clues that would help them answer their questions. They then discussed the story as a whole class, focussing on the storyline (what happened?)
- During the next class, they watched the video a second time. This time, the teacher asked students to focus on cultural elements by asking questions such as: What differences are there between the boy's life in this story and your life? After listing what they noticed, students considered which differences were caused by the *time* in which this story took place (when their grandparents were children), and which differences were connected with the *place* where the story happened (Québec).
- Students wrote reflections in their journals (in English), briefly explaining their opinions or responses to the story, and telling what they had learned.
- The teacher gave students a list of web sites and books. In pairs, students used the available resources to write five facts about the Montréal Canadiens or Roch Carrier. This information was recorded on chart paper and displayed in the classroom. Following this, the pairs wrote five questions to be used in a trivia game. The teacher divided the class into Team A and Team B. Each team asked questions of the other team. Teams were given one point for each correct answer. Students were able to refer to the charts which were posted in the classroom.
- For the next class, students collected information about favourite sports or activities. The whole class worked with the teacher to outline task requirements and criteria. Each student then created a poster that illustrated and labelled in French three or four important aspects of one sport or activity. Students presented their posters to the class, using key words in sentences or phrases about their sports (e.g., *J'aime le ski. La montagne s'appelle Big White.*) Evaluation focussed on their oral presentations and their posters.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explaining the

requirements of each task to students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Oral Presentation

- oral language is understandable
- approximates French pronunciation
- attempts to correct speech
- presents the required vocabulary
- attempts to self-correct

Poster

- presents key words in French
- conveys meaning in French by combining pictures, words, and actions

Journal

- offers a personal response to *Le Chandail de hockey*
- includes reasons and examples to support the response
- demonstrates interest or insight into cultural differences

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

Teachers and students used performance rating scales to evaluate student work. Students had copies of the scales as they prepared their posters and journal entries. The same rating scales were adapted for other activities throughout the year. At the end of the unit, the teacher conferenced briefly with each student about work completed.

Oral Presentation

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding 4	Student goes beyond the task requirements to offer an innovative or extended presentation. Most of the oral language is understandable, although speech may be hesitant and include Anglicisms and approximate pronunciations. Classroom and other resources used to identify a variety of useful vocabulary. Student chose correct vocabulary and presented the information in clear sentences. Uses some of the structures and functional language practised in class. Attempts to correct and clarify speech.
Good 3	Student presents the required vocabulary and makes the meaning clear through words and actions. Speech may be hesitant and difficult to understand. Uses some of the structures and functional language practised in class. Attempts to correct speech.
Satisfactory 2	Student presents the required vocabulary. Able to make the meaning of most of the words clear, often relying on pictures and actions rather than words. Tends to rely on one or two words to communicate meaning rather than longer structures or sentences.
Requirements Not Met 1	Student has not demonstrated the required criteria. In some cases, the student may be asked to repeat this or a similar assignment with additional support from the teacher.

Poster

Rating	Criteria
Outstanding 4	Meets all criteria. Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary beyond practised list, features interesting or unusual details, labels include explanation or analysis). Attempts to engage the audience through use of appropriate, eye-catching images.
Good 3	Complete and accurate. Uses the structures and vocabulary provided to present required information. Includes a variety of information. Uses appropriate images.
Satisfactory 2	Meets the requirements. May omit some information or make errors (e.g., labels or matches to diagram are incorrect or incomplete).
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Journal

Rating	Criteria
Insightful 4	Offers a personal response to the story, supported by reasons and examples. Includes some insights or observations about cultural context (may reflect on own culture, or cultural influences in other times or places).
Aware 3	Offers a personal response to the story, with at least one reason or example as support. Tends to be direct and concrete (e.g., I liked it because I like sports). Also offers some comment on culture or context (e.g., I learned that it was hard for kids to get things like hockey sweaters when my grandparents were young).
Partial 2	Offers a personal response. Reasons tend to be vague (e.g., because it was boring). Typically unelaborated; includes little detail.
Not Demonstrated 1	Little or no evidence of personal response or cultural awareness.

GRADE 7**Topic:** *Mystery Guest***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for and give simple information
- exchange information about themselves
- participate in classroom activities

Acquiring Information*It is expected that students will:*

- extract and retrieve specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Understanding Cultural Influences*It is expected that students will:*

- identify elements of Francophone cultures present in British Columbia and Canada

2. OVERVIEW

This unit introduced students to a number of famous French Canadians. The activities took place over a three-week period.

Evaluation was based on:

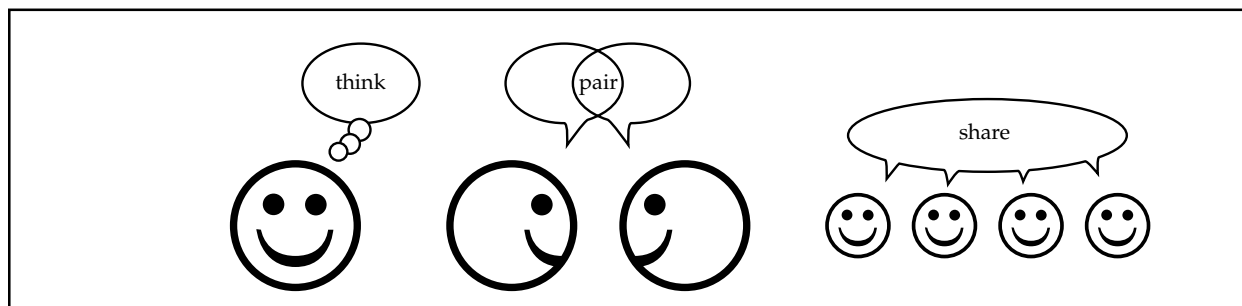
- templates identifying classmates' French Canadian identities
- oral presentations

- oral communication during class activities (including group and partner work)
- question sheet on students' French Canadian identities

3. PLANNING FOR ASSESSMENT AND EVALUATION

To introduce the unit, the teacher showed a video on a famous French-Canadian figure (e.g., a news clip, interview, or historical vignette). A web site could also have been used. The class discussed the contribution that this person made to Canada and the world. After the discussion, the teacher explained to the class that at the conclusion of the unit they were going to have a masquerade with "guests" from French Canada.

- The teacher handed out a list of some famous French Canadians. Students consulted individually with the teacher to select a person from the list. During the masquerade, the students would assume this person's identity. Students were reminded not to tell other students who they were going to be.
- Using think-pair-share, students developed lists of information they would like to know about a famous person. Then as a class, they came up with criteria for a paragraph they would write about their chosen individuals.

Think, Pair, Share

Some Famous French Canadians

Athletics

Sylvie Daigle
Jean Luc Brassard
Mario Lemieux
Maurice Richard
Patrick Roy
Guy Lafleur
Isabelle Brasseur
Myriam Bedard
Gaetan Boucher
Jacques Villeneuve
Sylvie Frechette
Jason Denomme

Entertainment

Daniel Lavoie
Robert Charlebois
Roch Voisine
Gilles Vigneault
Céline Dion
André Phillippe Gagnon
Michel Courtemanche
François Girard
Maxime Collin
Roy Dupuis

History

Louis Riel
Pierre Elliot Trudeau
Jeanne Sauvé
René Levesque
Lise Bissonette
Louis St. Laurent
Jean Drapeau

Science

Marc Garneau
J. Armand Bombardier
Julie Payette
Pierre Deslongchamps
Dr. Fernand Labrie

Writing

Gabrielle Roy
Anne Hébert
Michel Tremblay
Roch Carrier
Antoinette Maillet

Politics

Jean Charest
Robert Bourassa
Roméo Leblanc
Lucien Bouchard
Jean Chrétien
Bernard Landry
Jacques Parizeau

Law

Louise Arbour

Art

Veronique Parlin
Daniel Pouquin
Joseph Simone
Jean-Paul Riopelle

- For practise, the class went to the computer lab and researched the home page of one of the Famous French Canadians not chosen by the class. In our case it was Daniel Lavoie. The teacher handed out a question sheet and the students used the web page to find the information. Questions students would need during the masquerade were listed on the question sheet (e.g., *Où es-tu né?*) Students were to answer the questions as if they were Daniel Lavoie using the pronoun “je.” The class corrected the answers together, making sure they had both the correct answers and sentence structures. As a conclusion to this activity, students listened to a Daniel Lavoie song on his web page.

Question Sheet

1. Quelle est ta description personnelle?
2. Où es-tu né?
3. Quand es-tu né?
4. Quelle est ta profession?
5. Quels sont tes intérêts?
6. Quelle est ta contribution importante?

- After students completed the Daniel Lavoie question sheet, the teacher gave them a question sheet to complete for the mystery identities they had chosen. Students researched their identity and filled in the question sheet, which the teacher collected and used to prepare the template for the Mystery Game.
- The teacher explained that students would attend the masquerade in character. At the masquerade, they were expected to complete three tasks in French:
 - answer questions about themselves in response to questions from guests
 - work in groups to collect information about other guests
 - ask questions of guests to fill in their templates
- Students worked in pairs. To prepare for the masquerade, students practised exchanging information about their French identities with their partners. The teacher circulated as they practised, observing and providing feedback. The teacher also explained that the mark for oral communication would be based on the extent to which they used French effectively to exchange personal information at the masquerade. The teacher gave students a copy of the rating scale that would be used. The rating scale also included self-evaluation.
- On the day of the masquerade, students assumed their French identities. Most students dressed up or carried props related to their identities.

Famous French Canadians Templates

Nom: _____
Invité(e) #1
Description personnelle: _____
Date de naissance: _____
Lieu de naissance: <u>Sherbrooke, Québec</u>
Profession: _____
Intérêts: _____
Contribution importante: _____

Nom de l'invité:
Ma réponse: _____
La bonne réponse: _____

Nom: _____
Invité(e) #2
Description personnelle: _____
Date de naissance: <u>1934</u>
Lieu de naissance: _____
Profession: _____
Intérêts: _____
Contribution importante: _____

Nom de l'invité:
Ma réponse: _____
La bonne réponse: _____

- At the beginning of the masquerade, each pair of students received two partially completed templates. Each template included one piece of information about an *invité* that the teacher had recorded earlier (the teacher ensured they did not receive the template for their own character).
- Students circulated in the room and asked each other questions until they found the characters that fit the clues on their template. They then asked the *invité* the rest of the questions on the template. Each pair of students was responsible for recording information about and identifying two guests. While filling in the templates, students were not allowed to ask for guests' names. Students were expected to speak only French throughout the activity.
- Once students completed the templates, they joined with two or three other pairs to form a larger group. Using their list of Famous French Canadians and the information on the templates, the group tried to guess the identities of the mystery guests.
- Mystery guests then introduced themselves and presented details about their characters to the class. Students had a chance to correct their templates if needed.
- At the end of the activity, students handed in the completed templates from the masquerade.

4. DEFINING THE CRITERIA

As students worked on their assignments and practised their oral presentations, the teacher outlined the requirements and discussed the following criteria.

Question Sheet

To what extent does the student:

- provide all required information
- use appropriate vocabulary
- reproduce French words and patterns in understandable form
- spell key words correctly

Oral Interaction

To what extent does the student:

- participate willingly
- use French throughout the activity
- make himself or herself understood
- use appropriate questions and responses
- speak clearly and smoothly, using approximate French pronunciation

Oral Presentation and Communication

To what extent does the student:

- attempt French pronunciation and intonation
- express information clearly
- speak with some fluidity (although presentation is likely to be memorized)
- use a variety of vocabulary
- attempt to include all required information
- take risks to add details to his or her presentation

Templates

To what extent is the information:

- complete
- accurate

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating and holistic scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments.

Question Sheet

Criteria	Rating
• provides all required information	
• uses appropriate vocabulary	
• reproduces French words and patterns in understandable form	
• spells key words correctly	

Key: 3 – Strong
 2 – Satisfactory
 1 – Needs improvement
 0 – Not demonstrated

Oral Presentation and Communication

Criteria	Rating	
Oral presentation of own identity	Self	Teacher
• attempts French pronunciation and intonation		
• expresses information clearly		
• speaks with some fluidity		
• uses a variety of vocabulary		
• attempts to include all required information		
• takes risks to add details to his or her presentation		
Oral interaction during the Mystery Game		
• participates willingly		
• uses French throughout the activity		
• makes self understood		
• uses appropriate questions and responses		
• approximates French pronunciation		

Key: 3 – Independently/minimal support
 2 – With some support
 1 – With continuing support
 0 – Not demonstrated

Famous French Canadians Templates

	Rating					
Invité(e) #1	5	4	3	2	1	0
Invité(e) #2	5	4	3	2	1	0

Note: Spelling and grammatical correctness are not the focus of this scale.

Key: **5** - some accurate information for six categories in the template
4 - some accurate information for five categories in the template
3 - some accurate information for four categories in the template
2 - some accurate information for three categories in the template
1 - some accurate information for one to two categories in the template
0 - no accurate information

GRADE 8**Topic:** *Leisure Time***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- share information about activities and interests
- ask for information, permission, and clarification
- derive meaning in new language situations
- participate in familiar activities (real or simulated)

Acquiring Information*It is expected that students will:*

- extract, retrieve, and process specific information from French-language resources to complete authentic tasks
- express acquired information in oral, visual, and written forms

2. OVERVIEW

Over a two-week period, the teacher developed a series of activities that focussed on pastimes and leisure activities. Evaluation was based on:

- participation in oral activities
- visual and oral summaries
- creation of mobiles
- oral participation in a game
- accessing information from authentic documents
- role play
- creation of postcards

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher began the unit by developing a list of vocabulary with the class. Students brainstormed and recorded useful words and expressions on the board and then recorded this vocabulary in their personal journal dictionaries.

- Working in groups of three or four, students were assigned one of the following categories: winter, spring, summer, fall, indoor, outdoor, individual, team, or group. They surveyed their classmates by asking *Qu'est-ce que tu aimes faire _____ ?* (e.g., *en hiver*) or *Qu'est-ce que tu aimes faire _____* (e.g., *à l'intérieur*)? or *Qu'est-ce que tu aimes faire _____* (e.g., *seul(e)*)?
- Groups compiled results and represented them visually to the class (e.g., pie chart, bar graph). Each group also presented an oral summary of the class results, using the visual as an aid. Any new vocabulary was added to the list on the board and recorded in students' journals.
- To reinforce the new vocabulary and the categories, the teacher created classroom corners labelled winter, spring, summer, and fall. Students chose corners that best suited their favourite activities and as newly formed groups, classmates shared their preferences (e.g., *En hiver, j'aime skier*). The teacher then had students move to different corners and share new interests and activities until they had visited each season.
- Students individually created mobiles that depicted various pastimes that interested them. Vocabulary was expanded (through use of dictionaries, web sites, newspapers, and magazines) to include necessary equipment, special clothing, facilities, role models, and so on for labelling the array of photos/illustrations, objects, and ideas. Students were encouraged to cut cardboard shapes on which to present their information and hang them with both sides illustrating their interests.
- The class brainstormed a list of questions that students could use to find out essential information about their

classmates' pastimes (e.g., *Où est-ce que tu fais/joues/pratiques _____? Avec qui est-ce que tu fais/joues/pratiques _____? Depuis quand est-ce que tu fais/joues/pratiques _____?*) Students were

- expected to add the list of questions to their personal journal dictionaries.
- In small groups, students prepared for a game where only one of them would truthfully present his or her favourite pastimes to the class and the others would try to deceive their classmates with imaginary pastimes they had invented for themselves. The group stood together and briefly summarized the details of their "favourite" activities. After the presentation, the other student groups were allowed a few minutes of questioning at the end. By using and practising their list of questions, students attempted to acquire enough information to catch their classmates in a lie and determine who was being honest. Each group presented in turn. A point was awarded to students who correctly identified the truth-teller.
- Students looked at the entertainment/sports sections of French-language newspapers, explored French-language web sites, or phoned toll-free information lines in Québec or Ottawa to find activities that would interest them for the weekend. The teacher helped students prepare by discussing strategies for dealing with authentic documents (e.g., listing cognates that support understanding, examining visuals for meaning, scanning for dates, times, location, and costs).
- In pairs, students role-played scenes in front of the class. Each student inquired about what his or her partner wanted to do on the weekend (e.g., *Ce weekend je veux _____, je vais _____, et toi?*) Students in the audience listened carefully for details (time, place, cost, and so on) keeping track in their notebooks.
- After all of the role plays were presented, the teacher asked students to choose an event from those mentioned and design a ticket for it. The teacher provided examples of authentic tickets and the class discussed what pertinent information was needed for this assignment.
- The next day, students presented their tickets as they entered the room. They were asked to circulate around the room asking the question *Où vas-tu?* in order to find others going to the same event. Once they had grouped themselves, they briefly presented information describing where they were going (e.g., *Je vais au match. C'est à vingt heures.*)
- As a culminating activity, students designed postcards to send to a friend or family member from the event they were attending. Using an example, the teacher and students discussed components of a postcard, noting new vocabulary for greetings and leave-taking on the board. Students were reminded to keep their writing brief to suit the parameters of a postcard. Students were expected to use the information acquired from the ticket and authentic resources, but were encouraged to be creative about other details. Students used illustrations, collages, photos, or computer graphics to visually depict the event.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Oral Participation in Classroom Activities

To what extent does the student:

- interact with classmates to obtain information
- use French to ask and respond to questions
- respond to and support others when they are speaking French

Visual and Oral Summary

To what extent does the student:

- provide all required information
- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Student Mobiles

To what extent does the student:

- provide all required information
- include relevant and interesting details
- reproduce French words and patterns in understandable form
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate vocabulary in labels
- spell key vocabulary correctly

Oral Participation in a Game or Role Play

To what extent does the student:

- provide a comprehensible message
- include some understandable details
- recognize and respond to simple questions
- use appropriate patterns and frames to include known expressions and vocabulary
- sustain the use of French throughout the activity

- use intonation, miming, gestures, and body language to support the information or message
- pronounce familiar words and phrases with increasing accuracy

Accessing Information from Authentic Documents

To what extent does the student:

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from sources
- include appropriate information

Postcard Project

Visual

To what extent does the student:

- provide appropriate illustrations or photos
- include relevant and interesting details
- show consideration for the audience (e.g., eye-catching, easy to understand)

Written

To what extent does the student:

- write a clear and understandable account
- convey the main events accurately
- take risks with language and use a range of vocabulary

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments. Teachers and students also discussed and used scales to assess and provide feedback on the visual and written aspects of the postcard project.

Oral Participation in Classroom Activities

	Date			
Criteria	Rating			
• interacts with classmates to obtain information				
• uses French to ask and respond to questions				
• responds to and supports others when they are speaking French				
• pronounces familiar words and phrases with increasing accuracy				

Key: 3 – Strong
2 – Satisfactory
1 – Needs improvement
0 – Not demonstrated

Visual and Oral Summary

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• shows appropriate organization of information	
• has an understandable message	

Key: 3 – Strong
2 – Satisfactory
1 – Needs improvement
0 – Not demonstrated

Student Mobiles

Criteria	Rating	Comments
• provides all required information		
• includes relevant and interesting details		
• reproduces French words and patterns in understandable form		
• shows consideration for audience (e.g., eye-catching, easy to understand)		
• uses appropriate vocabulary in labels		
• spells correctly		
Overall Rating		

Key: 3 – Strong
 2 – Satisfactory
 1 – Needs improvement
 0 – Not demonstrated

Oral Participation in a Game or Role Play

Criteria	Game Rating	Role-Play Rating
• provides a comprehensible message		
• includes some understandable details		
• recognizes and responds to simple questions		
• uses appropriate patterns and frames to include known expressions and vocabulary		
• sustains the use of French throughout the activity		
• uses intonation, miming, gestures, and body language to support information or message		
• pronounces familiar words and phrases with accuracy		

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Accessing Information from Authentic Documents

Criteria	Rarely	Sometimes	Always
• tries a variety of approaches, skills, and strategies to obtain information			
• extracts accurate information from sources			
• includes appropriate information			

Postcard Project

Rating	Criteria
Strong 4	Goes beyond the basic requirements to demonstrate additional learning. For example, may include a variety of details about activities or use language structures not practised in class. Information is accurate and clearly organized. May include some minor errors in language, but these do not detract from the overall impact. Illustration or photo is interesting, relevant, attractive, and supports the ideas described in the text of the postcard.
Satisfactory 3	Meets most requirements at a basic level. May be inconsistent, with some aspects, such as the visual, stronger and more detailed than written presentation. Use of vocabulary is accurate, but may be repetitious. Errors may cause some confusion but the postcard is generally understandable.
Partial/Marginal 2	May deal with requirements in a cursory way or show extreme inconsistency with some aspects completed at a good level and others at an unsatisfactory level. Tends to rely on limited vocabulary and often includes errors in spelling and sentence structure. Postcard is difficult to understand in places.
Weak 1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief. Illustration or photo may be missing or unrelated to text.

GRADE 9**Topic:** *Electronic Correspondence***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- ask for assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, places, and things
- arrange events in past, present, and future
- participate in selected meaningful, real-life situations

Acquiring Information*It is expected that students will:*

- extract, retrieve, and process information from French-language resources to complete authentic tasks
- explain acquired information in oral, visual, and written forms

Experiencing Creative Works*It is expected that students will:*

- reflect on and respond to authentic creative works from the Francophone world

Understanding Cultural Influences*It is expected that students will:*

- identify and compare Francophone cultures from around the world
- distinguish similarities and differences between their own customs and those of Francophone cultures
- identify language, expressions, and behaviours that suit cultural context

2. OVERVIEW

The teacher developed a series of web-based activities to initiate correspondence with students in a Francophone culture. The teacher considered a variety of ways to do this, for example, by students corresponding with individual students in another class, by the class as a whole creating messages for another class, or by having students participate in a student listserv or chat group. The introductory activities occurred continuously over two weeks of classes, while the correspondence process continued for the remainder of the school year.

Although this sample deals with electronic correspondence, it can be easily adapted to a penpal situation.

Evaluation was based on:

- participation in oral preparation activities
- information collection from the Internet
- visual projects developed on local activities, people, places, and things
- actual correspondence students sent to their “keypals”
- oral presentations of the information they received
- visual projects developed on differences and similarities between their own customs and those of Francophone cultures

3. PLANNING FOR EVALUATION AND ASSESSMENT

- Students worked in pairs to do the cooperative activity “think-pair-share” (see diagram, p. C-13) on the purposes and possible methods of correspondence. During the whole class sharing that followed this activity, the teacher

prompted discussion with questions such as:

- How many of you correspond regularly in writing with others?
- How many of you have correspondents outside of this region?
- What format options are available (e.g., mail, fax, e-mail)?
- What formats do you most enjoy sending? Receiving?
- Students returned to their partners to create web charts/mind maps on poster paper that showed the benefits of having penpals/keypals. These were posted around the room for the duration of the unit to remind students of the purpose of this unit.
- The teacher explained that students would be selecting and corresponding with students from Francophone cultures around the world using the Internet. Students brainstormed how to find keypals on the Internet (e.g., keypal exchange, using a search engine to find keypal sites).
- The teacher provided students with (or, subject to time and interest, had the students do a web search for) the three types of keypal exchanges. The class chose the individual student-to-individual student format.
- The teacher read a sample letter. In pairs, students brainstormed features that make correspondence worthwhile and interesting. They collated ideas on a flipchart for classroom display. The teacher helped students follow up by suggesting simple ways to ensure quality in their correspondence in French, such as:
 - learning as much as you can about where your keypal lives
 - practising vocabulary and a variety of sentence frames for telling about yourself and asking questions about someone else
- learning how to describe in French the place where you live
- experimenting with ways of making your information interesting
- To help students become aware of the variety of Francophone cultures, the teacher played Francophone songs from various regions around the world. The teacher asked students where the performers might be from, leading the discussion with questions such as:
 - What clues might help you guess where someone is from?
 - What are some of the similarities and differences between this and the music you listen to?
 - What other areas in the world are French-speaking?
- Students coloured the areas of the world considered to be Francophone on a photocopied world map.
- The teacher divided the class into groups and assigned each group a major area of the Francophone world, such as Québec, Acadie, France, Afrique du Nord, or Louisiane. They were also given information sheets to complete.
- Using the Internet, students researched the assigned Francophone cultures to complete their information sheets. Each group presented their findings to the class with any visual support they were able to print off the Internet. The completed information sheets and visuals were posted on a central bulletin board on a large map of the Francophone world.
- Students read sample French penpal/keypal letters and generated a list of useful vocabulary and language structures. They worked in pairs to

Information Sheet

	Chez nous	Au (Maroc)
Le climat		
La population		
Un paysage typique		
Les passe-temps favoris		
La nourriture typique		
La musique typique		
Les sports populaires		

fill in the blanks in letters where words and phrases had been omitted (cloze activities). Multiple samples and alternate phrasings helped students develop variety in their correspondence.

- Each student created a letter of introduction to a keypal that was first sent to the teacher's e-mail address. The letter contained elements from the information chart done as part of the web search in a previous class. The teacher forwarded students' letters to the appropriate teacher, school, or student listserv.
- During the rest of that term/semester, students were given the opportunity to check their e-mail regularly and to

respond to any messages received. The teacher tracked the correspondence by providing a correspondence log to be completed by students.

- At the end of the term/semester, students introduced their keypals to the class with multimedia presentations that included all of the information they had learned about their keypals' cultures as well as personal descriptions of the students. Each presentation had an oral introduction, a music background, pictures and objects from the keypal's country, photos of the keypal, and samples of his or her favourite foods. A few students chose to do PowerPoint presentations.

Correspondence Log

Date	From/To	Sent/Rec'd (S/R)	General Message Idea (S)	General Message Idea (R)

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, then explained the requirements of each task to the students.

The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Accessing Information on the Internet

To what extent does the student:

- access a variety of electronic sources (such as French search engines and web sites)
- download appropriate data from the Internet

Participation in Oral Activities

To what extent does the student:

- interact with the information through questions, responses, and following instructions
- use French to ask and respond to questions from the teacher and other students
- speak French during class and group activities
- respond to and support others in their use of French

Web Chart/Mind Map on the Benefits of Having a Keypal

To what extent does the student:

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information

Information Sheet

To what extent does the student:

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly

- show appropriate organization of information
- reproduce French words and patterns in understandable form

Oral Presentation of the Information Sheet

To what extent does the student:

- present information clearly
- include relevant or interesting details or features
- speak smoothly—most pauses occur at the end of phrases or sentences
- use a variety of vocabulary and language structures appropriate to the subject

E-mail Letters to Keypal

To what extent does the student:

- present clear, relevant, and appropriate information
- include interesting details or features
- ask questions about or make comparisons with local community
- include information about personal tastes, a description of the school, and community customs
- ask questions about comparable customs or behaviour patterns
- use a variety of vocabulary and language structures
- use spelling and mechanics that do not interfere with meaning

Multimedia Presentation on the Keypal

To what extent does the student:

- convey an understandable message
- include all required information
- provide relevant and unusual details to add interest
- sustain the use of French—pauses do not impede communication
- pronounce most words accurately or approximately
- self-correct as needed

- use appropriate vocabulary and language patterns correctly
- include several types of media: music, visual, electronic

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit.

Students were given copies of the rating scales, and discussed them in English before working on their assignments. Teachers and students used the scales to assess and provide feedback on the posters, information sheets, information presentations, and e-mail letters. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Accessing Information on the Internet

Criteria	Rarely	Sometimes	Always
<ul style="list-style-type: none"> • accesses a variety of electronic sources (such as French search engines and web sites) 			
<ul style="list-style-type: none"> • downloads appropriate data from the Internet 			

Participation in Oral Activities

	Date			
Criteria	Rating			
• interacts with the information through questions, responses, and following instructions				
• uses French to ask and respond to questions from the teacher and other students				
• speaks French during class and group activities				
• responds to and supports others when they are speaking French				

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Web Chart/Mind Map on the Benefits of Having a Keypal

Criteria	Rating
• provides complete information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	

Key: 3 – Strong

2 – Satisfactory

1 – Needs improvement

0 – Not demonstrated

Information Sheet

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	
• reproduces French words and patterns in understandable form	

Key: **3** – Strong
2 – Satisfactory
1 – Needs improvement
0 – Not demonstrated

Oral Presentation of the Information Sheet

	Rating			Comments
	Self	Peer	Teacher	
• presents information clearly				
• includes relevant or interesting details or features				
• speaks smoothly—most pauses occur at the end of phrases or sentences				
• uses a variety of vocabulary and language structures appropriate to the subject				
Overall Rating for Oral Presentation				

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

E-mail Letters to Keypal

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 5	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Offers clear, relevant, and appropriate information. Includes interesting details or features. Asks questions about or makes comparisons with local community. Includes information about personal tastes, school, and community customs. Asks questions about comparable customs or behaviour patterns. Uses a variety of vocabulary and language structures. Spelling and mechanics do not interfere with meaning.
Good 4	Information is clear, relevant, accurate, and offers some details. Asks questions and makes some comparisons with local community. Includes some information about personal tastes, school, and community customs. Asks questions about keypal's customs. Uses a range of useful vocabulary and structures, with some repetition. May include some structural errors, but these do not obscure meaning.
Satisfactory 3	Writing is comprehensible but may be unclear in places, often because of problems with organization. Links between ideas may be weak or confusing. Includes general information about school and everyday life and asks some questions. Vocabulary tends to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.
Minimally Acceptable 2	Attempts to ask questions and provide general information. Supporting details may be confusing, irrelevant, or inappropriate. Vocabulary and patterns tend to be basic and repetitive. Writing may be incomprehensible in places because of errors in word choice, word order, or sentence structure. May be very brief. The writing tends to be repetitive and lacks a sense of general organization.
Not Yet Acceptable 1	Information is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's views.

Oral and Multimedia Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 6	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. The presentation has oral, visual, and musical components that contribute to a full understanding of the keypal. A wide range of visual aids and oral explanations enriches the presentation. Errors in language use do not detract from meaning.
Strong 5	Information is clear, relevant, accurate, and detailed. The presentation has oral, visual, and musical components, with visual aids and oral explanations that enrich the presentation. May include some repetition and structural errors, but these do not obscure meaning.
Competent 4	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. The presentation has basic oral, visual, and musical components. Language and visual components tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
Developing 3	Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. Presentation has few visual, oral, and musical components, which do not necessarily enrich the understanding of the keypal. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally, spelling (indicating that the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.
Underdeveloped 2	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of French idiom. Errors in tense, structure, and spelling may make it difficult for the audience to understand the meaning in places. The presentation tends to be choppy, repetitive, and lacks a sense of logical organization.
Requirements Not Met 1	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the audience to understand the presenter's view.

GRADE 10

Topic: *Friendship*

1. PRESCRIBED LEARNING OUTCOMES***Communicating***

It is expected that students will:

- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- express statements in past, present, and future
- participate in a variety of meaningful, real-life situations

Acquiring Information

It is expected that students will:

- retrieve, process, and adapt information from French-language resources to complete authentic tasks
- explain in detail acquired information in oral, visual, and written forms

Experiencing Creative Works

It is expected that students will:

- discuss and respond to authentic creative works from the Francophone world

Understanding Cultural Influences

It is expected that students will:

- compare and contrast their own customs to those of Francophone cultures
- identify and compare language, expressions, and behaviours that suit cultural context

2. OVERVIEW

The teacher developed a three-week unit on friendship that included:

- participating in oral activities
- developing web charts on personality traits
- creating public service announcements

- doing research on the Internet on friendship items
- creating visual and personal responses to a poem
- creating soap opera videos

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed index cards to the students. Each student secretly recorded the name (in large print) of a famous person. The teacher gathered the cards and randomly taped one on each student's back.
- Students circulated around the room attempting to figure out who they were by asking questions that elicited yes or no responses only. When students had determined their identities, they sat down with the cards in front of them.
- The teacher put the students in groups and asked them to choose two of the famous people from the ones collected in their group. The teacher provided each group with chart paper, markers, and dictionaries and asked the students to brainstorm and web qualities and personality traits of the people on their chosen cards. The charts were placed around the room and students returned to their seats to write entries in their personal journals about which one of these famous people they would pick to be their best friend and why.
- Students later shared their journal entries in groups. Together they agreed on the essential qualities of friendship. Groups were then asked to create 30-second public service announcements for TV or radio with the theme of the importance of friendship.
- Students were instructed to search the Internet in pairs, using French-language search engines for French youth web

sites. From French-language web sites, partners researched articles pertaining to friendship. They shared their information orally with the class.

- After the presentations were complete, students talked about the cultural similarities and differences they noted. In small groups, using the cooperative learning activity “Carousel” or “Gallery Walk,” they listed similarities and differences. As a wrap-up to the activity, the class discussed how these similarities and differences reflected various cultures.
- The teacher presented a French-language poem on friendship taken from a magazine, text, or the Internet. In pairs, using dictionaries, students derived meaning from the poem.
- Each student created a personal response to the poem using both written and visual formats (which included many forms, such as song, dance, art, Reader’s Theatre, and drama).
- For a final task, students worked together to create scenes inspired by real or imagined soap operas. The themes related to friendships and relationships. Students worked in groups to create storyboards and scripts, scout locations, obtain props and costumes, rehearse, and then film their scenes. They showed their videotapes to the class at the end of the unit. Students were also given the option of doing live presentations or computer-generated animations.

Gallery Walk

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria with students.

Participation in Oral Activities

To what extent does the student:

- follow instructions
- use French to ask and respond to questions from other students
- respond to and support others in their use of French
- take risks, show interest, and persevere

Webbing Personality Traits

To what extent does the student:

- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Public Service Announcement

To what extent does the student:

- speak comprehensibly
- accurately identify and describe the qualities of friendship
- take risks to include new or unfamiliar language that enhances each description
- correctly use the frames and vocabulary provided
- use gesture and expression to support communication

Internet Research on Friendship

To what extent does the student:

- access a variety of electronic sources (such as French-language search engines and web sites)
- download appropriate data from the Internet

Visual and Written Personal Response to the Poem

To what extent does the student:

Visual

- demonstrate an understanding of the content of the poem
- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message

Written

- show appropriate organization of information
- demonstrate an understanding of the content of the poem
- use a range of appropriate vocabulary, including new vocabulary from the poem, to support and enrich the message

Soap Opera Video

To what extent does the student:

- attempt to model a soap opera
- use interesting language, details, or humour to engage the audience
- provide character development
- use a range of appropriate vocabulary and structures
- interact effectively with expression and show some spontaneity

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments. Teachers and students discussed and used the scales to assess and provide feedback on the public service announcements, poem responses, and soap opera videos. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

	Date			
Criteria	Rating			
• follows instructions				
• uses French to ask and respond to questions from other students				
• responds to and supports others in their use of French				
• takes risks, shows interest, and perseveres				

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Webbing Personality Traits

Rating	Criteria
Outstanding 4	Goes beyond the basic requirements to demonstrate additional learning. Web chart includes relevant and interesting details, shows appropriate organization of information, and communicates an understandable message.
Good 3	Complete and accurate. Includes relevant details, shows appropriate organization of information, and communicates an understandable message. May include minor errors.
Satisfactory 2	Basic. Includes required items. May omit some details.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Public Service Announcement

Criteria	Assessment*					Teacher Rating			
	Self	Peer							
		Group A	Group B	Group C	Group D	Group A	Group B	Group C	Group D
• speaks comprehensibly									
• accurately identifies and describes the qualities of friendship									
• takes risks to include new or unfamiliar language that enhances each description									
• correctly uses the frames and vocabulary provided									
• uses gesture and expression to support communication									

* Students who worked together collaborated to assign self-ratings.

Key: 3 – Strong

2 – Satisfactory

1 – Partial/Marginal

0 – Weak

Internet Research on Friendship

Criteria	Rarely	Sometimes	Always
• accesses a variety of electronic sources (such as French search engines and web sites)			
• downloads appropriate data from the Internet			

Visual and Written Personal Response to the Poem

	Rating			Comments
	Self	Peer	Teacher	
Criteria: Visual Response				
• demonstrates an understanding of the content of the poem				
• includes relevant and creative detail				
• shows consideration for the audience (e.g., varied, eye-catching)				
• provides a comprehensible message				
Overall Rating for Visual Response				
Criteria: Written Response				
• shows appropriate organization of information				
• demonstrates an understanding of the content of the poem				
• uses a range of appropriate vocabulary, including new vocabulary from the poem, to support and enrich the message				
Overall Rating for Written Response				

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Soap Opera Video

Rating	Criteria
Outstanding 5	Includes all components of the project. Strong attempt to engage the audience through use of interesting dialogue, character development, detail, costumes, props, and possibly humour. Uses a wide range of expressions and vocabulary with limited repetition. Creatively attempts to model a soap opera, with a sense of pacing and flow in the dialogue. May include minor errors in usage or pronunciation, but these do not detract from message.
Strong 4	Includes components of the project. Attempts to engage the audience through dialogue, some character development, detail, costumes, props, and possibly humour. Uses a range of expressions and vocabulary with some repetition. Attempts to model a soap opera. May include errors in pronunciation, but message is still clearly communicated.
Satisfactory 3	Meets requirements. Video lacks creativity; is without costumes, props, and character development. Major components of video are appropriate, but lack supporting detail or attempt to engage audience. Uses a limited range of expressions or vocabulary with repetition. Message is comprehensible, but errors may require more effort for audience to comprehend.
Needs Improvement 2	Meets some requirements. Design of video impedes understanding. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—often little sense of communication. Soap opera form is not evident. May rely on simple, basic vocabulary and repeat the same structures. Errors interfere with communication.
Not Demonstrated 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

GRADE 11**Topic:** *Advertising Analysis***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- exchange opinions on topics of interest, giving reasons and reactions
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future

Acquiring Information*It is expected that students will:*

- retrieve, research, and use relevant information from French-language resources to complete authentic tasks

Experiencing Creative Works*It is expected that students will:*

- compare, contrast, and respond to authentic creative works from the Francophone world

Understanding Cultural Influences*It is expected that students will:*

- use language, expressions, and behaviours to suit cultural context

In addition to these outcomes, the teacher assessed students' attitudes, work habits, and application of language-learning strategies.

2. OVERVIEW

The teacher developed a unit for Grade 11 students that focussed on the language and images of French-language print, TV, and Internet advertising. Over a two-week period, students examined a variety of ads, analysed them, and then produced ads of their own. The teacher used performance rating scales to evaluate:

- students' written analyses of selected advertisements

- students' journal entries
- students' print, video, or Internet ads

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed charts (*fiche analytique publicitaire*) for each of the three types of ads (print, TV, and Internet) to be filled out by students when they analysed the ads. The charts identified title, typical product, and intended audience.
- The teacher displayed six to ten ads from French-language magazines. Students were given ten minutes to walk around the display and, for each ad, note the magazine title, promoted product, and intended audience.
- The teacher modelled the process of extracting meaning from image and text, using prompts such as:
 - *Qui est représenté? Où?*
 - *Qu'est-ce qui est représenté?*
 - *Qu'est-ce qui se passe?*
 - *Décris l'ambiance.*
 - *Quel est le slogan?*
 - *Que veut dire le slogan?*
 - *Quels mots descriptifs trouves-tu?*
 - *Quelles allusions littéraires, historiques, musicales y a-t-il?*

The teacher prompted the students to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice, then demonstrated how to transform the point-form information into sentences.

- The teacher showed a video compilation of French-language ads to the class (or students viewed three or four French-language TV ads at home), then had students fill in the TV ad chart. The teacher used prompts similar to those suggested for the print ads for the TV ad

Fiche analytique publicitaire (Sample)

La publicité dans les revues		
Titre de la revue	Produit	Public cible
Châtelaine	maquillage de Revlon	les jeunes femmes
Paris Match	Peugeot	les gens riches
La publicité à la télé		
Titre de l'émission	Produit	Public cible
Dimension jeunesse	Cheerios (la céréale)	les jeunes
La Vie, La Vie (Radio-Canada)	la Voiture Lexus	les hommes et les femmes
La publicité dans les site web		
Adresse du site web	Produit	Public cible
www.cineinfo.fr/	www.rtl.fr (une bande dessinée)	les jeunes
www.musiqueplus.com	Dentyne Ice (la gomme)	les hommes et les femmes

analysis. Additional prompts for TV ads included:

- Y a-t-il une chanson publicitaire?
- Selon toi, reflète-t-elle le produit? Comment?
- Quel ton l'animateur/l'animatrice a-t-il/elle?
- Students viewed eight to ten French-language ads at a variety of predetermined web sites either in the classroom or in a school computer lab, then filled in the chart. Additional prompts included:
 - La publicité était-elle interactive? Si oui, est-ce que la publicité était plus intéressante/efficace/convaincante à cause de ça?
 - Combien d'annonces publicitaires y a-t-il à l'écran? S'il y a une variété, y a-t-il un thème commun entre elles?
 - Les annonces publicitaires ont-elles changé à l'écran? Si oui, combien de fois?
- From the variety and types of ads viewed, students worked in groups of three or four to analyse the various components in French-language advertisements of their choice and presented their analyses to the class. Each group worked with a different advertisement.
- The class brainstormed a list of advertising strategies and suggested examples of familiar advertisements that use various techniques. The groups then

reviewed their chosen French-language ads and added *stratégies utilisées* to their notes. They considered what cultural assumptions or beliefs were implicit in the ads they chose, then discussed their views with the class.

- Students worked alone or in pairs to analyse and write *résumés de la publicité* on French-language advertisements.
- Students completed reflective journal entries where they responded to some or all of the following prompts:
 - *Quelque chose qui m'a surpris _____.*
 - *Quelque chose qui m'a frustré _____.*
 - *Quelque chose que j'ai appris dans la publicité est _____.*
 - *Je voudrais lire plus de _____.*
- In pairs or groups, students produced print, video, or web site ads of their own. Students were encouraged to incorporate the advertising elements from their analysis and exploration of previous ads. Students invented imaginary products in order to avoid copying existing French-language ads.

4. DEFINING THE CRITERIA

The teacher reviewed the expectations for the unit and discussed the following criteria and how these might be demonstrated in the *résumés de la publicité*, reflective journals, and ad productions.

Fiche analytique publicitaire

To what extent does the student:

- access the three types of ads (print, TV, and Internet)
- identify the source of the ad, the name of the product, and the target audience
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information

Résumé de la publicité

To what extent does the student:

- communicate ideas in a written paragraph in understandable French
- use information from a French advertisement to:
 - describe the picture and text
 - identify one or more strategies used to make an ad appealing
 - interpret relatively obvious visual and written puns or allusions

Journal intime

To what extent does the student:

- include thoughtful and detailed responses
- develop and support generalizations about cultural variations
- demonstrate cultural awareness and interest
- include relevant details

Print, Video, or Web Site Advertisement

To what extent does the student:

- incorporate advertising elements/strategies from previous ad analysis
- engage the audience through use of images, font, voice, detail, humour, costumes, props, design, etc.
- use a wide range of expressions and vocabulary
- take risks to include new or unfamiliar language that enhances their ad
- use gesture and expression to support communication
- communicate an understandable message

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work. Students had copies of the scales as they worked on their assignments; similar scales were used for other assignments throughout the year.

Fiche analytique publicitaire

Criteria	Rating
• accesses the three types of ads (print, TV, and Internet)	
• identifies the source of the ad, the name of the product, and the target audience	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	

Key: 3 – Strong
 2 – Satisfactory
 1 – Needs improvement
 0 – Not demonstrated

Journal intime

Criteria	Rating
• includes thoughtful and detailed responses	
• develops and supports generalizations about cultural variations	
• demonstrates cultural awareness and interest	
• includes relevant details	

Key: 3 – Strong
 2 – Satisfactory
 1 – Needs improvement
 0 – Not demonstrated

Résumé de la publicité

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 4	Detailed and insightful. Focusses on appeal to audience. Descriptions of picture and text are fully developed, including who or what is in the picture, setting, action or events depicted, mood, and slogan. Offers a detailed analysis of the choice of image and choice of words or audio component. Considers allusions, appeal to humour, and so on. Ideas are clear and supported, drawing on a range of useful expressions. Errors in tense or structure do not affect meaning.
Well-developed 3	Complete and accurate. Descriptions of picture and text or audio are accurate and include detail. Offers an analysis of the image and language or sound, and includes some reference to the purpose and intended audience. Presents ideas in simple but clear French. Vocabulary and structures may be repetitive. May include occasional Anglicisms or spelling errors. Errors in tense or structure do not affect meaning.
Developing 2	Accurate but with minimal information. Describes picture and interprets slogan with little detail or analysis. Makes little or no reference to the audio component. Presents ideas in French, but may include a number of Anglicisms and spelling errors, as well as errors in tense or structure that detract from meaning. May require some effort on the part of the reader to understand. Vocabulary tends to be simple and repetitive; structures tend to be fragmented. May be very short.
Underdeveloped 1	Little or no evidence of understanding or communication in French.

Print, Video, or Web Site Advertisement

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Excellent 5	Includes all components of project. Attempts to engage the audience through use of images, font, voice, interesting details, humour, costumes, props, or interactive design. Uses a wide range of expressions and vocabulary with limited repetition. Advertising strategies evident. May include minor errors in usage or pronunciation, but these do not detract from intended communication.
Good 4	Includes components of project. Includes a range of appropriate information. Design is interesting. Uses a range of expressions and structures, with some repetition. Advertising strategies may be evident. May include errors in usage or pronunciation, but still communicates message clearly.
Satisfactory 3	Meets requirements. Design lacks creativity. Major components of project are appropriate, but may offer few supporting details or attempts to engage audience. Advertising strategies are not necessarily evident. Message is comprehensible, but may take some effort on the part of the audience in places. Errors may detract from communication.
Needs Improvement 2	Meets some requirements. Design detracts from information. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—there is often little sense of communication. Advertising strategies are not evident. May rely on simple, basic vocabulary and repeat the same structures. Errors may interfere with communication.
Requirements Not Met 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

GRADE 12**Topic:** *Folk Tale***1. PRESCRIBED LEARNING OUTCOMES*****Communicating****It is expected that students will:*

- exchange ideas, thoughts, opinions, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

Acquiring Information*It is expected that students will:*

- retrieve, research, and analyse information from French-language resources to complete authentic tasks
- synthesize acquired information in oral, visual, and written forms

Experiencing Creative Works*It is expected that students will:*

- analyse and respond to authentic creative works from the Francophone world

Understanding Cultural Influences*It is expected that students will:*

- explain how people are influenced by cultural experiences

2. OVERVIEW

The teacher developed a three-week unit for Grade 12 students on the folk tale “La Chasse Galerie.” Students read, analysed, and presented information on this French-language folk tale. The teacher used performance rating scales to evaluate

students’ reading comprehension, written work, and oral presentations.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- Students explored common attributes of folk and fairy tales (e.g., hero/villain archetypes). The ensuing “think-pair-share” (see diagram p. C-13) class discussion included the importance of folk and fairy tales in a culture. Students took notes which they later used in individual and group assignments.
- In pairs, students created word-web/mind maps based around picture-prompts the teacher supplied from “La Chasse Galerie” (e.g., a canoe). These word-webs contained their predictions about the characters and plot of the story. They shared their word-webs and predictions with another pair.
- The teacher played a cassette recording of the tale, omitting the ending. Students listened while following along in their texts.
- Before they heard the end of the story, students discussed possible endings. These were listed and later compared with the real ending. (Stronger students were challenged to write new endings to hand in.)
- After hearing the story, the class determined which, if any, common attributes this tale shared with their web charts/mind maps and predictions. Also, they analysed language elements and conventions such as *Il était une fois...*
- Students completed three comprehension activities:
 - They created a crossword based on vocabulary, characters, or plot and exchanged it with their partners (or another class).

- They completed a *grille des personnages*/ character chart as they read the story on their own.
- They received a list of key events from the story and rearranged the events into correct chronological order.
- In pairs, students chose a question from a hat. The teacher also wrote a complete set of the questions on an overhead. The pairs worked together to generate a response. They then read their question and response to the class, giving others the opportunity to comment. Students wrote down the answers to all the questions during the class discussion.
- Students used the *Réponse personnelle* chart to record their personal reflections on the story.
- Based on notes, discussions, and the *Réponse personnelle* chart, students created a *bio-fiche*/ character card for each of the central characters. (These cards resembled hockey cards.)
- Students each chose a character from the tale and created a *boîte au personnage*/ character box to show their in-depth understanding of the character. Each student selected a container and eight items that were reflective of the character. Students also chose quotes

Grille des personnages

le nom	l'apparence physique	la personnalité	son importance dans l'histoire

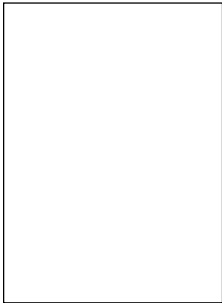
Réponse personnelle

Des questions que tu poserais aux personnages:	Trois citations que tu trouves importantes et intéressantes:
Cinq nouveaux mots ou nouvelles expressions (définitions en français):	Un lien personnel:

from the story to support their choice of items. For example, in one box, the student included items such as a miniature paddle, birch bark, and a scroll. Students gave oral presentations of their character boxes, answering questions asked by the class.

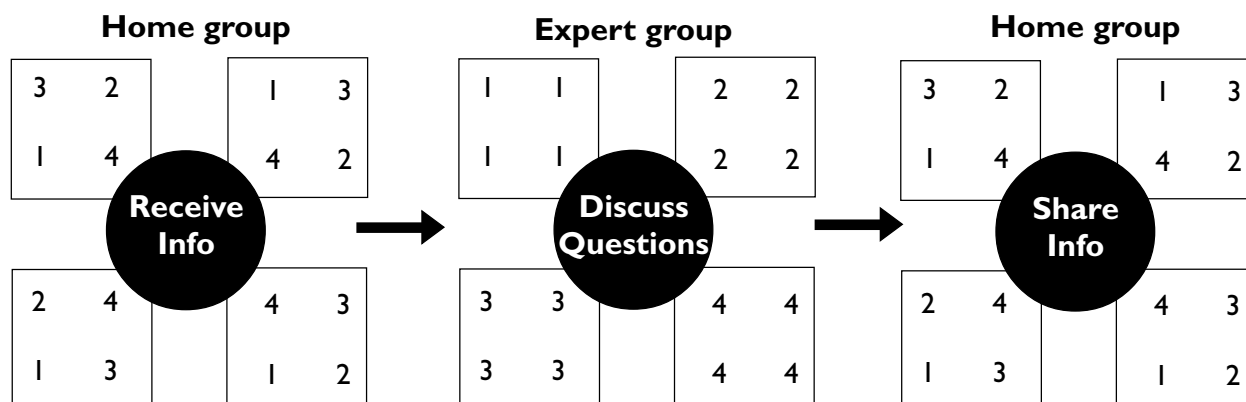
- In pairs or small groups, students created posters or web sites promoting imaginary film versions of this story. Each poster or web site contained two to three critiques, a summary of the plot, a list of actors and roles, the director's name, the title, and an image of the key element of the story.
- Students completed a jigsaw activity which compared "La Chasse Galerie" to four other folk tales from the Francophone world (predetermined by the teacher). In their home groups, each student received one of four stories and a series of questions. They then moved into expert groups, where each group member had the same story. The members in each expert group read the story and answered the questions together. They then returned to their home groups and shared their learning. Questions included:
 - Y a-t-il un(e) héros/héroïne, villain(e) dans l'histoire?
 - Si oui, comparez-les à ceux dans le conte "La Chasse Galerie."

Bio-fiche (Sample)

	Nom _____
	Âge _____
	Rôle dans l'histoire _____
Description physique _____ _____	
Traits de caractère _____ _____	
Une citation appropriée _____ _____	

- De quel pays vient cette histoire? Notez des références culturelles dans l'histoire.
- Quel message ou quelle leçon le lecteur/la lectrice devrait-il/elle apprendre en lisant cette histoire?

Jigsaw Activity



- In pairs, students completed research for reports on folk tales from the Francophone world (not covered in the jigsaw activity). Their reports analysed elements examined previously. During class presentation of the research reports, presenters answered spontaneous questions from the audience.
- In groups, students decided on creative ways of presenting the tales, staying true to the original texts. They were given the choice of performing a dramatic performance, creating and reading a large-size storybook, or presenting a PowerPoint story board. During their in-class dress rehearsals, students evaluated their peers, using the *Feuilles d'évaluation pour l'élève*.

4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

Word-web/Mind Map

To what extent does the student:

- predict the characters in the story
- predict the plot of the story
- include relevant and interesting details
- show appropriate organization of information
- spell key words and phrases correctly

Comprehension Activities

To what extent does the student:

- include all required information
- provide relevant detail
- show appropriate organization of information
- use appropriate vocabulary, spelled correctly

Réponse personnelle

To what extent does the student:

- provide all required information
- include relevant and interesting details and quotes
- correctly use a variety of vocabulary and language structures appropriate to the subject
- show understanding of the folk tale (e.g., plot, characterization, theme)
- show ability to make a personal connection

Bio-fiche

To what extent does the student:

- create an individual *bio-fiche* for each central character
- complete the personal information required for each central character
- create a visual resemblance of the chosen character
- include relevant and creative details
- provide consideration for the audience (e.g., varied, eye-catching)
- spell key words and phrases correctly

Boîte au personnage

To what extent does the student:

- create a character box that reflects the character
- include eight items representing key aspects of the character
- quote from the story to support choice of items
- explain how the objects relate to the character
- include relevant and creative details
- provide consideration for the audience (e.g., varied, eye-catching)
- use a wide range of useful vocabulary and appropriate idioms
- present expressively with some spontaneity

Présentation créative**Feuille d'évaluation pour l'élève**

Nom: _____

Date: _____

Noms des créateurs: _____

Tous les éléments sont inclus.

La créativité est évidente.

La présentation est appropriée et intéressante.

Le message est clair.

Excellent	Bien	Pas d'effort
-----------	------	--------------

3	2	1
---	---	---

3	2	1
---	---	---

3	2	1
---	---	---

3	2	1
---	---	---

Totale: /12**Commentaires:**

La partie la plus intéressante de cet exposé était: _____

Voici ce que je ferais de façon différente: _____

Voici ce que je suggère aux créateurs: _____

Voici ce que j'ai appris: _____

Poster or Web Site

To what extent does the student:

- provide all required information
- include relevant and interesting details with appropriate organization
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate and accurate patterns and frames to include known vocabulary and language structures
- show understanding of the tale's plot, characterization, and theme

Prepared Oral Interactions and Discussions

To what extent does the student:

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - use appropriate tense and structure
- Interaction
 - use strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in French, adapts known structures to new situations)
 - communicate fluidly—pauses are brief and do not interfere with meaning

Written Research

To what extent does the student:

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - make only minor errors in tense or structure, which do not reduce effectiveness
- Organization
 - organize ideas clearly and logically to enhance message
 - use clear and appropriate transitions

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. Comprehension-type activities in this unit were marked for completion only. The teacher marked four assignments for each student.

Word-Web/Mind Map

Criteria	Rating
• predicts the characters in the story	
• predicts the plot of the story	
• includes relevant and interesting details	
• shows appropriate organization of information	
• spells key words and phrases correctly	

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Comprehension Activities

Criteria	Rating
• includes all required information	
• provides relevant detail	
• shows appropriate organization of information	
• uses appropriate vocabulary, spelled correctly	

Key: 3 – Strong

2 – Satisfactory

1 – Needs improvement

0 – Not demonstrated

Réponse personnelle

Criteria	Rating
<ul style="list-style-type: none"> provides all required information 	
<ul style="list-style-type: none"> includes relevant and interesting details and quotes 	
<ul style="list-style-type: none"> correctly uses a variety of vocabulary and language structures appropriate to the subject 	
<ul style="list-style-type: none"> shows understanding of the folk tale (e.g., plot, characterization, theme) 	
<ul style="list-style-type: none"> shows ability to make a personal connection 	

Key: 3 – Strong

2 – Satisfactory

1 – Needs improvement

0 – Not demonstrated

Bio-fiche

Criteria	Rating
<ul style="list-style-type: none"> creates an individual <i>bio-fiche</i> for each central character 	
<ul style="list-style-type: none"> completes the personal information required for each central character 	
<ul style="list-style-type: none"> creates a visual resemblance of the chosen character 	
<ul style="list-style-type: none"> includes relevant and creative details 	
<ul style="list-style-type: none"> provides consideration for the audience (e.g., varied, eye-catching) 	
<ul style="list-style-type: none"> spells key words and phrases correctly 	

Key: 3 – Independently/minimal support

2 – With some support

1 – With continuing support

0 – Not demonstrated

Boîte au personnage

Criteria	Rating
<ul style="list-style-type: none"> creates a character box that reflects the character 	
<ul style="list-style-type: none"> includes eight items representing key aspects of the character 	
<ul style="list-style-type: none"> quotes from the story to support choice of items 	
<ul style="list-style-type: none"> explains how the objects relate to the character 	
<ul style="list-style-type: none"> includes relevant and creative details 	
<ul style="list-style-type: none"> provides consideration for the audience (e.g., varied, eye-catching) 	
<ul style="list-style-type: none"> uses a wide range of useful vocabulary and appropriate idioms 	
<ul style="list-style-type: none"> presents expressively with some spontaneity 	

Key: 3 – Strong
 2 – Satisfactory
 1 – Needs improvement
 0 – Not demonstrated

Poster or Web Site

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 5	Detailed, insightful, and creative. Engages audience through use of images, font, and interesting detail. Focusses on appeal to audience. Plot descriptions of imaginary film and critiques are fully developed using a wide range of appropriate vocabulary and language structures. Offers detailed and compelling analyses.
Well-developed 4	Complete and accurate. Attempts to include a range of creative details to engage audience. Offers a comprehensible, accurate description of plot using a range of expressions and structures. Communicates message clearly.
Satisfactory 3	Meets requirements. Design lacks creativity. Major components of poster or web site are appropriate, but may offer few supporting details or attempts to engage audience. Lacks accuracy in plot and critique description. Message is comprehensible, but may take effort on part of audience. Errors may detract from understanding.
Needs Improvement 2	Meets some requirements. Design detracts from the information. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—often little sense of communication. Understanding of plot is weak. Relies on simple, basic vocabulary and structures with frequent repetition. Errors may interfere with communication.
Requirements Not Met 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

Research Notes

Criteria	Rating					
	Self			Teacher		
• written entirely in understandable French	3	2	1	3	2	1
• clearly organized	3	2	1	3	2	1
• reflects effective research (including at least two French-language library or electronic resources)	3	2	1	3	2	1
• includes relevant, detailed, and accurate information	3	2	1	3	2	1

Key: 3 – Good

2 – Satisfactory

1 – Needs improvement

Written Report

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 6	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language use do not detract from meaning.
Strong 5	Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural and tense errors, but these do not obscure meaning.
Competent 4	Information is clear, relevant, and accurate. Presents some detail to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there are few transition words, resulting in a lack of flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
Developing 3	Information is relevant and accurate, but may be unclear in places. Presents some detail to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally, in spelling (indicating the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.
Underdeveloped 2	Attempts to address the topic. Presents some accurate information, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of French idiom. Errors in tense, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be choppy, repetitive, and lacks a sense of logical organization.
Requirements Not Met 1	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's view.

Prepared Oral Interactions and Discussions

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 6	Information or message is clear, complete, and appropriate to topic. Interaction is effective, expressive, and shows some spontaneity; may include some short pauses. Wide range of useful vocabulary and appropriate idioms. May include errors in tense and structure, but these do not reduce the effectiveness of the information.
Strong 5	Information or message is generally clear and easy to understand. Interaction is sustained and expressive, but may be hesitant. Some variety in vocabulary; may include some errors in idiom. May include structural and tense errors, but these do not obscure the message.
Competent 4	Information or message is appropriate to topic. Interaction is sustained but may be hesitant with frequent short pauses; some expression. Appropriate, basic vocabulary; may include errors in idiom. May include errors in tense and structure which weaken but do not interfere with the message.
Developing 3	Information or message is appropriate to topic, but may be unclear in parts. Interaction is hesitant, with long pauses; some expression. Vocabulary tends to be basic and repetitive, with little appropriate use of French idiom. Errors in tense and structure interfere with the message.
Underdeveloped 2	Some parts of the information or message are unclear and may be inappropriate. Interaction is stilted, with little or no expression, and extremely hesitant, with very long pauses. Vocabulary is minimal and repetitive, with little appropriate use of French idiom. Errors in tense and structure undermine the message.
Requirements Not Met 1	Information or message is unclear, incomplete, or inappropriate. No interaction or flow of language.

Individual Participation

Rating	Criteria
3	Always on task. Participates willingly. Uses French without prompting or reminder from teacher.
2	Generally on task. Participates when encouraged. Requires a few reminders to use French.
1	Often off task. Reluctant to participate. Requires frequent reminders to use French.

Group Participation

Rating	Criteria
3	Always contributes. Encourages and supports others. Always respects input from others. Provides leadership when needed.
2	Generally contributes. Often attempts to encourage and support others. Respects input from others.
1	Rarely contributes. Doesn't encourage or support others. Displays lack of respect toward others.

STUDENT JOURNALS

Assessment of student performance may also be supported through the use of journals. Student journals are powerful tools for encouraging students to reflect on their experiences. Journals may be quite structured, or they may be general reviews of the events of the week in the Core French class. Entries may comment on specific activities or provide broad reflections on progress or issues.

A journal is an important method of communication between student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in letters, with short comments in the journal, or verbally to students.

Prompts for Daily Journal Reflections

Today we talked/learned/participated in _____ .

I tried to:

I asked:

I found out:

I wish I had:

One question I'm taking away to think more about is:

The steps I took to participate effectively were:

The problems I encountered were:

To solve these problems I:

The resources and people I used to help were:

Reflection Activity/Project

Student name:

Date:

Activity/Project Title

Activity/Project description

The most surprising aspect of this activity/project for me was:

I would like to find out more about:

If I were to do this activity/project again I would:

I could help a student who is doing a similar activity/project by:

The biggest problem I had was:

I solved this problem by:

What I enjoyed most about this activity/project was:

STUDENT/TEACHER INTERVIEWS

Interviews can provide valuable information about the understanding, thoughts, and feelings of students about Core French. Interviews may give students opportunities to reflect on the unit of study and the teacher a chance to gather information about students' knowledge and attitudes, as well as diagnose student needs. An interview may take the form of a planned sequence of questions which lead to open-ended discussions, or require independent completion of specific questions. Informal interviews between the teacher and students should take place on a regular basis throughout instruction.

Student/Teacher Interviews

Questions	Teacher Notes
<ul style="list-style-type: none"> • How do you feel about your participation in this activity? • What do you think about _____? • How does your group feel about you? • Did you have any new thoughts when _____? • How did you go about _____? • Tell me another way of doing _____? • What would happen if _____? • Why did you _____? • What did or did not work? • Tell me what you learned from _____. • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how or where you might use _____? • What communication skills did you teach or learn? 	

Peer Assessment Sheet for Students

Name: _____

Presenter: _____

The most enjoyable part of this presentation was: _____

The part I would do differently is: _____

One suggestion I have for the presenter is: _____

One thing I learned in French that I could use in another situation is: _____

Feuille d'évaluation pour Etudiants

Nom: _____

Orateur: _____

La partie la plus intéressante de cet exposé était: _____

Voici ce que je ferais de façon différente: _____

Voici ce que je suggère à l'orateur: _____

J'ai appris ceci en français et je pourrais l'utiliser dans une autre situation: _____

CHECKLISTS

Checklists allow the teacher to observe the entire class “at a glance.” They provide quick reference sheets that can identify specific information regarding student attitudes, knowledge, or skills. Checklists allow the teacher to create individual record-keeping systems, such as by date, level of skill

proficiency, or use of a simple checkmark identifying a *yes* or *no*. Checklists can be useful in developing learning profiles that indicate growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

Group Observation Form

Student Name: _____ Block: _____
 Course: _____ Class/block: _____ Date: _____
 Skill/Concept: _____

4 - Good 3 - Satisfactory 2 - Improving 1 - Experiencing Difficulty

Names of Students	Criteria to be observed				
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Participation Profile

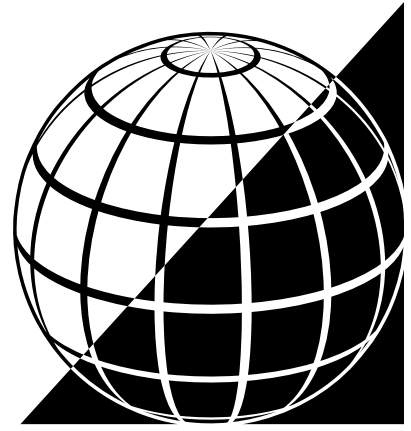
Class/Block: _____

Date: _____

Activity(ies): _____

Student Names

Effort on task								
Encourages others to participate								
Enjoys participating								
Participates willingly								
Participates when encouraged								
Reluctant to participate								



APPENDIX D

Acknowledgments

Many people contributed their expertise to this document. The project co-ordinator was Elizabeth McAuley of the Curriculum Branch who drew upon information contained in existing ministry publications relating to Core French and worked with evaluators and reviewers, both Ministry of Education personnel and representatives of our partners in education. The ministry would like to thank all who participated in this process and who contributed to the revision of this Integrated Resource Package. The ministry likewise acknowledges the editorial and technical support provided by Reber Creative Design & Communications of Victoria.

CORE FRENCH 5 TO 12 IRP (2001) REVISION COMMITTEE

Darlene Abbie

School District #53 (Okanagan-Similkameen)

Sue Jeffery

School District #63 (Saanich)

Katherine Chmelyk

School District #91 (Nechako Lakes)

Dan Miles

School District #8 (Kootenay Lake)

Polly Dobie

School District #36 (Surrey)

Peter Smith

School District #44 (North Vancouver)

INTERNATIONAL LANGUAGES OVERVIEW TEAM

BC Association of Learning Materials and Educational Representatives

BC Confederation of Parent Advisory Councils

BC Heritage Language Association

BC Language Coordinators' Association

BC Principals' and Vice-Principals' Association (Programme francophone)

BC Principals' and Vice-Principals' Association

BC School Superintendents' Association

BC School Trustees Association

BC Teachers' Federation

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Student Voice

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