

Implementation Information for Teachers of Core French 5–12

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INTRODUCTION

The following pages contain a variety of information that may be of assistance to teachers as they plan their Core French program. Teachers may copy relevant parts of this document for use by students and parents.

1. PRESCRIBED LEARNING OUTCOME GRADE SHEETS

The prescribed learning outcomes in this document have been organized in an individual grade sheet format consisting of the four curriculum organizers and the respective prescribed learning outcomes for the particular grade. This format enables teachers to provide grade-specific information to students and parents.

2. LANGUAGE-LEARNING STRATEGIES

The Language-Learning Strategies chart shows a cumulative range of strategies suggested for each grade. The chart appears on page 3 of the Core French 5–12 IRP and is reproduced here for convenience of teachers and parents.

3. ONLINE RESOURCES

The ministry does not evaluate web sites due to their transitory nature but it does provide guidelines to assist with their local evaluation.

The Internet gives students and teachers the opportunity to access large amounts of information quickly and easily and can expose the language learner to a variety of authentic information in the target language. Turning this information into a valuable learning resource requires organization, planning, and careful selection of material.

- Teachers should select web sites that are appropriate to the needs of their students and that support the objectives of the curriculum.
- Students should be encouraged to develop skills and strategies to become confident and competent users of the Internet.
- Selected web sites will need to be revisited regularly to ensure that the content and/or the URL has not changed.
- Teachers should also ensure that students are aware of school district policies on Internet and computer use.

A checklist of the main considerations for selecting web sites is available in the ministry document, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), on page 79. Copies of this document have been sent to all schools. Additional copies may be ordered from Office Products Centre (1-800-282-7955) by citing document number RB0065.

4. ASSESSMENT AND EVALUATION

This section provides brief definitions of formative and summative assessment and evaluation.

5. CANCOPY INFORMATION

The *Copyright Act* is a federal law that defines the right to copy, perform, or publish a creator's work. Those responsible for the use and management of published materials, whether in print, video, or digital formats, or available through off-air taping or via the Internet, must be aware of issues relating to copyright as they affect learning resources, including:

- public performance rights on videos
- expiry dates for public performance rights on videos

- site licences and limitations on computer software
- laws related to the duplication of video, audio, software, Internet, and off-air recordings
- unauthorized copying of print material
- unauthorized use of sheet music
- unauthorized copying of materials when developing multimedia programs
- provisions of the *Copyright Act* with respect to permitted use of broadcast materials

In addition to the information provided in this package, please consult pages 4 and 5 of *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000).

6. RESOURCE INFORMATION

This section provides information about new programs under development and out-of-print titles.

7. CORE FRENCH FREQUENTLY ASKED QUESTIONS

This section provides information in response to the most frequently asked questions posed by teachers.

GRADE 5

PRESCRIBED LEARNING OUTCOMES FOR GRADE 5

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• respond to creative works from the Francophone world
Understanding Cultural Influences	<ul style="list-style-type: none">• identify elements of their own cultural backgrounds• identify elements of Francophone culture in Canada

GRADE 6

PRESCRIBED LEARNING OUTCOMES FOR GRADE 6

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• respond to creative works from the Francophone world
Understanding Cultural Influences	<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

GRADE 7

PRESCRIBED LEARNING OUTCOMES FOR GRADE 7

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• respond to creative works from the Francophone world
Understanding Cultural Influences	<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

GRADE 8

PRESCRIBED LEARNING OUTCOMES FOR GRADE 8

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• respond to authentic creative works from the Francophone world
Understanding Cultural Influences	<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

GRADE 9

PRESCRIBED LEARNING OUTCOMES FOR GRADE 9

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<ul style="list-style-type: none">• 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	<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
Experiencing Creative Works	<ul style="list-style-type: none">• reflect on and respond to authentic creative works from the Francophone world
Understanding Cultural Influences	<ul style="list-style-type: none">• 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

GRADE 10

PRESCRIBED LEARNING OUTCOMES FOR GRADE 10

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<ul style="list-style-type: none">• 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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• discuss and respond to authentic creative works from the Francophone world
Understanding Cultural Influences	<ul style="list-style-type: none">• 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

GRADE 11

PRESCRIBED LEARNING OUTCOMES FOR GRADE 11

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<ul style="list-style-type: none">• 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
Acquiring Information	<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
Experiencing Creative Works	<ul style="list-style-type: none">• compare, contrast, and respond to authentic creative works from the Francophone world
Understanding Cultural Influences	<ul style="list-style-type: none">• 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

GRADE 12

PRESCRIBED LEARNING OUTCOMES FOR GRADE 12

Curriculum Organizers	<i>It is expected that students will:</i>
Communicating	<ul style="list-style-type: none">• 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
Acquiring Information	<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	<ul style="list-style-type: none">• analyse and respond to authentic creative works from the Francophone world
Understanding Cultural Influences	<ul style="list-style-type: none">• discuss contemporary issues in the Francophone world• explain how people are influenced by cultural experiences• adapt language, expressions, and behaviours to suit cultural context

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 	

ONLINE RESOURCES

The following web sites have been selected using the search engine Google. The creation of this list of sites is in response to requests by teachers. These sites, which have **NOT** gone through an evaluation process, are provided for information purposes only. Teachers will need to determine whether any are relevant to their needs and to the needs of their students. At the time of printing all the sites were live.

CULTURAL SITES

French-at-a-touch.com:

<http://www.french-at-a-touch.com>

French Consulate (Vancouver):

<http://consulfrance-Vancouver.org/>

Ambassade de France (Service Culturel):

<http://culturel.org/>

Radio-Canada Colombie-Britannique:

<http://radio-canada.ca/regions/c-b/>

La Culture francophone c'est chouette:

<http://www.epas.utoronto.ca/french/sites/>

Explorateur culturel:

<http://culturel.org>

Culture and Art for Younger Students (English sites):

<http://www.info-france-usa.org/kids/art.htm>

General French Culture:

<http://www.france.com/culture/>

LA FRANCOPHONIE

Guadeloupe:

<http://www.outre-mer.gouv.fr/domtom/guadeloupe/>

Martinique:

<http://www.outre-mer.gouv.fr/domtom/martinique/>

Saint-Pierre et Miquelon:

<http://www.st-pierre-et-miquelon.com/>

<http://www.outre-mer.gouv.fr/domtom/spm>

<http://www.ambafrance.org/francoforum/>

PRESENT

Le Web des Antilles:

<http://www.outremer.com/>

Voyageons...! Series of Francophone Geography Lessons:

<http://polyglot.lss.wisc.edu/lss/staff/erica/voyageons/index.html>

Île en île:

<http://www.lehman.cuny.edu/ile.en.ile/index.html>

TOURISM

Quebec City (Official Tourist Site):

<http://www.quebecregion.com/>

Quebec Carnaval:

<http://www.carnaval.qc.ca/indexoth.htm>

Quebec:

<http://www.tourisme.gouv.qc.ca/>

<http://www.toile.qc.ca/guides/tourisme/>

<http://www.quebecmaritime.qc.ca/>

<http://www.quebectel.com/tourisme/>

Montreal:

<http://www.ville.montreal.qc.ca/>

Paris:

<http://www.paris.org/>

L'Office de Tourisme - Accueil:

Le Quartier français du Village planétaire:

<http://www.richmond.edu/~jpaulsen/tourism.html>

Château de Versailles:

<http://www.chateau-de-versailles.fr/fr/>

ONLINE RESOURCES

Versailles:

<http://www.richmond.edu/~jpaulsen/versail1.html>

Visit to Quebec:

http://www.gel.ulaval.ca/~vision/quebec/quebec_fr.html

Our Vacation to France!

WebQuest for French Students:

<http://www.richmond.edu/~ed344/webquests/france/france.html>

Eiffel Tower (Official Site):

<http://www.tour-eiffel.fr/>

Images of France:

<http://www.diplomatie.fr/images2france/index.asp?lang=gb>

GOVERNMENT OF CANADA

Information d'emploi pour les jeunes:

<http://www.youth.gc.ca/>

Canada's Youth Information:

<http://www.youth-jeunesse.ca/>

Canadian Heritage:

<http://www.pch.gc.ca/>

Canadian Heritage Information Network:

<http://www.chin.gc.ca/>

CIDA:

<http://www.acdi-cida.gc.ca/zonejeunesse.htm>

Parks Canada:

http://parkscanada.pch.gc.ca/parks/main_f.htm

Canada Place:

<http://www.canadaplace.gc.ca/>

Exchanges Canada:

<http://www.exchanges.gc.ca/>

Canada Health Food Guide:

<http://www.hc-sc.gc.ca/hppb/la-nutrition/pubf/guidalim/guide.htm>

Canadian Services for You (Publications):

http://canadians-canadiens.gc.ca/publications/publication_f.html

Canadian Space Agency:

http://www.space.gc.ca/home/index_f.asp

MUSEUMS

Canadian Children's Museum:

http://www.civilisations.ca/cm/mce_ccm/cmfra.html

Canadian Museum of Civilization:

<http://www.civilization.ca/cm/cmcfra/welcmfra.html>

Museum of Advertising:

<http://www.ucad.fr/pub/>

Montreal Museum of Fine Arts:

<http://www.mbam.qc.ca>

WebMuseum:

<http://www.ibiblio.org/louvre/>

Musée du Louvre:

<http://www.louvre.fr/>

Musée d'Orsay:

<http://www.musee-orsay.fr/>

Centre Pompidou:

<http://www.cnac-gp.fr/musee/>

Musée acadien de l'Université de Moncton:

<http://www.umoncton.ca/maum/>

Musée virtuel de la Nouvelle-France:

<http://www.civilisations.ca/mnf/mnffra.html>

Musée du Québec:

<http://www.mdq.org/>

ONLINE RESOURCES

FRENCH MAGAZINES AND NEWSPAPERS

Language Box (general media sites):

<http://www.languagebox.com/>

Paris Match:

<http://www.parismatch.com/>

Pariscopes:

<http://www.pariscopes.fr/>

Sphère:

<http://spheremag.net>

FranceLink Radio, Presse, Cinéma,

Télévision:

<http://www.francelink.com/>

Francophone Magazines:

<http://globegate.utm.edu/french/topics/magazines.html>

Zip Zap France (France today for juniors):

<http://www.zipzapfrance.com/>

Elle:

<http://www.elle.fr/home/accueil/accueil/index.php3>

Le Journal des jeunes:

<http://www.franco-manitobain.org/jdj/>

Télé 7 jours:

<http://www.tele7jours.com/>

LITERATURE

Le Petit Prince (site officiel):

<http://www.lepetitprince.com/>

Le Quartier français du village planétaire

(Le Petit Prince):

<http://www.richmond.edu/~jpaullen/gvfrench.html>

Le Petit Prince - Antoine de St-Exupéry:

<http://www.geocities.com/Paris/LeftBank/9806/petitprince.html>

L'Étranger:

<http://www.richmond.edu/~jpaullen/camus/letranger.html>

Jacques Prévert:

<http://xtream.online.fr/prevert/>

Jacques Brel:

<http://www.jacquesbrel.be/>

<http://home.tiscalinet.be/jacquesbrel/index2.htm>

<http://users.belgacom.net/pilmolt/>

<http://members.tripod.com/~Brel/brel.html>

Fables of Jean de LaFontaine:

<http://www.jdlf.com/>

French Poetry:

<http://poesie.webnet.fr/>

Roch Carrier - Le chandail de hockey:

<http://www.nlc-bnc.ca/3/9/t9-1841-f.html>

VIDEO

National Film Board:

<http://www.nfb.ca/>

<http://www.worldlanguage.com>

<http://www.continentalbook.com/catalog/french/frvideos.html>

Chloé ou les aventures d'une parisienne

(Online video program):

<http://www.ur.se/chloe/>

Filmarobics:

<http://www.filmarobics.com>

Vedette Visuals:

<http://www.vedettevisuals.com>

ONLINE RESOURCES

FRENCH MOVIE INFORMATION

Première:

<http://www.premiere.fr/>

FRENCH LANGUAGE SITES

Surf Report (Foreign Language web sites):

<http://www.ecb.org/surf/foreign.htm>

Vocabulary topics:

<http://www.idiomware.com/home.html>

Bonjour de France:

<http://www.bonjourdefrance.com/liens/>

Beginning French Vocabulary:

http://about.com/homework/french/library/begin/bl_begin_vocab.htm

SmartPhrase.com Vocabulary:

http://www.smartphrase.com/French/fr_school_voc.shtml

Beginners: Say it in French:

<http://culturel.org/ALF/>

Numbers:

<http://www.geocities.com/Athens/Olympus/1001/numbers.htm>

Foreign Language Resources on the Web:

<http://www.itp.berkeley.edu/~thorne/HumanResources.html>

Basic Prepositions:

<http://www.lingolex.com/prepositions/prepositionsfr.htm>

French Themes:

<http://www.languageexpress.com/>

French Accents:

<http://www.opc.on.ca/infosys/accents.html>

http://french.miningco.com/homework/french/library/bl_faq_accents.htm

SONGS

Comptines, Chansons et Poésies:

<http://www.momes.net/comptines/index.html>

Comptines (Nursery Rhymes):

<http://www.multimania.com/philetflo/comptines.htm>

French Songs, Lyrics, and Vocabulary:

<http://www.languageexpress.com/>

Boucles d'or et les trois ours

(Goldilocks and the Three Bears):

<http://www.momes.net/boucledor/index.html>

Songs:

<http://www.paroles.net/>

Folk songs:

<http://www.acronet.net/~robokopp/french.html>

Afro-Caribbean Music:

<http://www.afromix.org/disco/pays/index.fr.html>

CARTOONS

La Page des Jeunes:

<http://www.ivic.qc.ca/jeunes/cartoon.html>

COMICS

Astérix:

<http://www.asterix.tm.fr/france/index.asp?f=1>

Tintin:

<http://tintin.qc.ca/>

<http://www.tintin.com.fr/index.html>

ONLINE RESOURCES

ANIMAL SITES

Sounds of the World's Animals:

<http://www.georgetown.edu/cball/animals/animals.html>

Animals:

<http://www.animorama.com/index1.htm>

<http://www.ivic.qc.ca/jeunes/home.html>

Galérie d'animaux:

<http://www.mnhn.fr/animaux/animaux.html>

Parc safari:

<http://www.parc safari.qc.ca/>

GENERAL SITES OF INTEREST

BCATML (BC Association of Teachers of Modern Languages):

<http://www.bctf.bc.ca/PSAs/BCATML>

CASLT (Canadian Association of Second Language Teachers):

<http://www.caslt.org/>

Second Language Education on the Web (OISE):

<http://www.oise.utoronto.ca/~aweinrib/sle/>

Wendy Carr's Home Page:

<http://www.mmecarr.ca>

BC Francophone Information:

<http://www.pch.gc.ca/offlangoff/regions/english/bc.html>

Ready to Learn - The Kids' Zone:

<http://www.nhptv.org/kn/vs/forlak3k.htm>

Tennessee Bob's Famous French Links:

<http://www.utm.edu/departments/french/french.html>

Foreign Language Teaching Forum:

<http://www.cortland.edu/flteach/flteach-res.html>

Federal Publications Inc:

<http://www.fedpubs.com/schools/>

Canada SchoolNet:

<http://www.schoolnet.ca>

United Nations:

<http://www.un.org/>

Art of Cheese by Region:

<http://www.artofcheese.com/region.htm>

Lesson Plans (various topics):

<http://www.edhelper.com/cat184.htm>

Photos of Cities in France:

<http://photos.pagesjaunes.fr/>

French Activities:

<http://www.quia.com/>

Foreign Language Lesson Plans and Resources:

<http://www.csun.edu/~hcedu013/eslsp.html>

French Language Lesson Plan (Planning a day in Paris):

<http://www.gse.uci.edu/doehome/EdResource/LessonPlans/lessons.html>

Francophone Holidays and Traditions:

http://globegate.utm.edu/french/globegate_mirror/fetes.html

Media Education Activities:

<http://www.media-awareness.ca/fre/prof/activite.htm>

Foreign Language Teaching and Learning Resources Sites:

<http://www.uwec.edu/Academic/FLang/wwwflgsites.html>

Le quartier français du village planétaire:

<http://www.richmond.edu/~jpaulsen/gvfrench.html>

Cirque du Soleil:

<http://www.cirquedusoleil.com/>

ONLINE RESOURCES

L'actualité sur internet (les dernières nouveautés au Québec):

<http://www.branchez-vous.com/>

Flags:

<http://immigration-usa.com/flags.html>

<http://www.flags.net/>

Paris Metro Map:

<http://www.paris.org/Metro/>

Mary Glasgow Magazines:

http://www.link2english.com/french_main1.asp

Canadian Weather Page:

<http://www.angelfire.com/ok4/meyou/>

Welcome to the French World:

<http://www.angelfire.com/sc/mudpie/french/main.html>

Greeting cards:

<http://www.transparent.com/postcards/index.htm>

<http://www.montbleu.com/>

Teaching with the Web:

<http://polyglot.lss.wisc.edu/lss/lang/teach.html>

Zéro de Conduite! Projets pédagogiques:

<http://zero-de-conduite.com/>

La maison des médias:

Le Quartier français du Village planétaire:

<http://www.richmond.edu/~jpaulsen/medias.html>

French as a Second Language:

Free Teaching Units:

<http://www.geocities.com/frenchunits/>

Radio-Canada:

<http://radio-canada.ca/television/>

Coin des jeunes:

<http://www.edu.pe.ca/elmstreet/coindesj.htm>

Premiers pas sur l'Internet:

<http://www.momes.net/>

Cooperative Learning in Modern Languages (Pete Jones):

<http://www.geocities.com/Paris/LeftBank/3852/cooplearn.html>

French Resource/Research Links:

<http://www.chs.advertisenet.com/CamdentonFrench.HTML>

ForReal: Student Activities Based on Realia:

<http://port-lingua.pdx.edu/forreal/activities/activities.htm>

Resources for French Language Teachers:

<http://www.languageshaping.com/Resources.htm>

KEYPALS

<http://www.epals.com>

<http://eleaston.com/keypal.html>

<http://www.wfi.fr/volterre/teacher.html>

<http://www.surfaquarium.com/keypals.htm>

StudentLetter exchange:

<http://www.pen-pal.com/>

"You've Got Mail":

<http://electronic-school.com/0398f5.html>

COMMERCIAL SITES

Gage Educational Publishing:

<http://www.gagelearning.com/>

Irwin Publishing:

<http://www.irwinpublishing.com/>

Nelson Thompson Learning:

<http://www.nelson.com/>

Pearson Education:

<http://www.pearsoned.ca/school/fsl/>

BC Learning Connection (Videos):

<http://www.bclc.bc.ca/k-12library/french.asp>

Tundra Books:

http://www.tundrabooks.com/level_A/level_B/level_C/french_titles.html

ASSESSMENT AND EVALUATION

DEFINITIONS

Assessment - the process of measuring a performance, a work product, or a learning skill or skills and giving feedback which documents growth and provides directives to improve future performance.

Evaluation - the process of making a judgement or determination concerning the quality of a performance, work product, learning skills, or use of a process against a set of standards.

FORMATIVE ASSESSMENT AND EVALUATION

- focusses on the processes and products of learning
- is continuous and is meant to inform the student, the parent, and the teacher of the student's progress toward the curriculum objectives
- provides information upon which instructional decisions and adaptations can be made and provides students with directions for future learning
- uses instruments such as checklists, learning logs, interviews, and conferences to provide useful data

SUMMATIVE ASSESSMENT AND EVALUATION

- occurs most often at the end of a unit of instruction and at term or year end when students are ready to demonstrate achievement of curriculum objectives
- is used mainly to determine knowledge, skills, abilities, and attitudes that have developed over a given period of time
- summarizes student progress
- reports this progress to students, parents, and teachers

For additional information about assessment and evaluation, please refer to pages 6 and 7 (in the Introduction) and C-3 and C-4 (in Appendix C) of the Core French 5 to 12 Integrated Resource Package.

CANCOPY INFORMATION

The issue of copyright is important and permeates almost all curriculum areas. Not only published resources are subject to copyright but student-created works are also protected by copyright.

The BC Ministry of Education supports teachers and students through its funding of CANCOPY licensing. Information on CANCOPY and other details pertaining to copyright and schools in Canada may be found at the following web sites:

- <http://www.cmec.ca>
This Council of Ministers of Education, Canada site contains a complete transcript of the current CANCOPY agreement and other resources related to copyright in schools.
- http://www.pch.gc.ca/cult_ind/copyright.htm (Canadian Heritage site)
- <http://www.cancopy.com>
- <http://www.cablededucation.ca>

The ministry has distributed to all schools CANCOPY posters outlining CANCOPY regulations.

The ministry also distributed *Copyright Matters* to all schools. This booklet was sponsored by the Council of Ministers of Education, Canada and is available on the CMEC web site: <http://www.cmec.ca>. It provides information about copyright law and copyright collectives and how they relate to the use of resources in the classroom in an easy-to-read question and answer format.

RESOURCE INFORMATION

Several major programs for Core French are under development by Canadian publishers. These programs will be evaluated by the ministry, using the provincial evaluation process, as soon as they are completed. Teachers are encouraged to check the ministry web site at: http://www.bced.gov.bc.ca/irp_resources/lr/resource/consub.htm for information about newly recommended resources.

Some of the resources contained in the Core French 5–12 Grade Collection package distributed to schools in the Fall of 1999 are now out of print. Teachers may continue to

use them as locally approved resources. Such materials will now require approval in accordance with evaluation and selection criteria and procedures established by individual school boards.

Out-of-Print Titles

Série Jeunesse (Grades 8, 9, 10)

Découvertes (Grade 12)

Video (Expiration of Rights)

French Connections (Grades 9, 10)

Jeunes Francophones (Grades 10, 11, 12)

Le café des rêves (Grades 10, 11, 12)

CORE FRENCH FREQUENTLY ASKED QUESTIONS

Questions and Answers

The following information is provided in response to questions posed by teachers.

Question

How do I teach communicatively when my own French is very weak?

Answer

It is important to have access to a major French language program to provide instructional and pronunciation support, activities, and games. Appendix B of the Core French 5–12 IRP provides information on the major programs recommended for each grade level. Choose activities you feel comfortable with from the program that you are using: games, songs, speaking activities on cassette or CD, and so on. Use them as often as possible with the class, in different situations, so that your own confidence in the language gradually increases. Pick a starter sentence, or formula phrase each month that you would like to internalize (e.g., *À l'école, j'aime _____*. *Pour mon déjeuner, je mange _____*.) You may find it helpful to post them on the wall or use as sentence strips for games. The teachers' guides of the major programs give lists of classroom phrases to choose from, and these programs usually have excellent pronunciation cassettes or CDs.

Bursaries are available to teachers at all levels who wish to attend credit or non-credit courses in French language acquisition, as well as teaching methodology for Core French. For information, please call French Programs Branch of the Ministry of Education or visit the web site at: <http://www.bced.gov.bc.ca/frenchprograms/offlang.htm>

Question

How much time do I allocate for French in the elementary grades?

Answer

In grades 5–7, the time allocation for English Language Arts, Social Studies, and a second language is 332.5 hours per year or 8.31 hours per week. In Grade 8, these same three subjects have in total 360.5 hours per year, or 9.01 hours. The division of these hours for the three subjects is left to the discretion of the school. Many districts provide a minimum of 80–90 minutes of French per week. Some classroom teachers who do not do their own language teaching supplement French time by doing a component such as culture or music. To improve the effectiveness of two or three periods of French-language instruction per week, many teachers consistently conduct certain classroom routines in French (e.g., calendar activities, instructions for handing out supplies, or moving around the class or gym).

Question

How do I cope with Grade 8 students of varying French backgrounds?

Answer

Students enter a Grade 8 classroom from various schools, towns, provinces, and perhaps even countries, and therefore they will display a wide range of French skills. Teachers at all levels should seek opportunities to communicate with each other about transitions. Grade 8 teachers should consult the grades 6 and 7 prescribed learning outcomes when planning instruction, and should not feel “tied” to their Grade 8 text. In the long run, it is more important for students to experience success in their early contact with the language. The emphasis at all times should be on the purposeful use of language.

CORE FRENCH FREQUENTLY ASKED QUESTIONS

Question

How do I manage oral work with large classes?

Answer

When presentations or reports are given to small groups instead of to the whole class, the time available for speaking is greatly increased. Listeners are more focussed when listening time is short, and when they have a task to do, such as recording specific information. When students are challenged to monitor how much French they can speak with their partners or in groups, they are more likely to take pride in tracking their improvement over the year, and make honest assessment of their efforts and progress.

Frame oral tasks in such a way that they challenge students to prepare responses that are as full and complete as possible. This encourages faster workers to stay on task longer by producing lengthier responses, while others work at a slower pace. For example, ask students to prepare oral directions to several interesting places in your town and be prepared to share their favourite ones with the group. The group then tries to identify the place.

When activities are interesting and relevant, students need much less supervision to stay on task. Observing three to four students per period during oral activities will provide useful information for on-going oral assessment.

You may also wish to consult a series of videos distributed to all grades 8 to 12 schools by French Programs Branch which show students holding dossier interviews, conversations, and discussions in French. Video titles are:

- *Grades 8, 9, 10 - Dossiers Interview and Conversations in French*
- *Grade 11 - French Conversations*
- *Grade 12 - Discussions in French*

Question

How do I cope with a student with advanced French skills in my regular French class?

Answer

Students of Francophone background or from immersion programs can be an important asset to your French class, and they can feel highly valued for their special ability in French. They may assist with pronunciation and vocabulary, co-present new situations orally with the teacher, direct skits, and assist weaker students. Open-ended assignments and personal goal setting will give them an opportunity to maintain and extend their own language abilities, research skills, and so on. Secondary-level teachers should consult with their department to produce guidelines for proficient students to challenge a grade level and receive credit or placement in a more advanced course.

Question

What are some suggestions for using word banks?

Answer

A word bank is a storage place for learners to write down words they have learned so that they can refer to them as needed. A word bank is the student's personal dictionary of useful words. Learners can go to the word bank as they are writing or editing to find out how to spell a word or to check the meaning of the word. Students may write their new words on index cards, one side for the word, one side for the meaning, and file the word in an index card box, envelope, or file folder. Students can also use notebooks as vocabulary books in which they divide the page lengthwise into two columns, one containing the new French word, the other containing its meaning. Such methods can also help in the study of vocabulary items for quizzes and tests.

CORE FRENCH FREQUENTLY ASKED QUESTIONS

Question

Is it necessary for student journals to be in French?

Answer

Student journals are a powerful tool for encouraging students to reflect on their experiences. Many teachers use a prompt to aid in reflection and in the younger grades, these prompts would be in English. As students progress in their language learning, teachers may choose to have students reflect in either English or French, according to the topic. English journal reflection templates can be found on page C-64; page C-48 presents a French personal response template. Journals may be fairly structured, or they may be a general review of the events of the week in the Core French class. Entries may comment on a specific activity or topic or provide a broad reflection on progress or an issue.

Journals are an important method of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they think that they need further assistance to develop skills.

Question

Are language-learning strategies assessed?

Answer

Language-learning strategies are now recognized as an essential part of language learning. Language-learning strategies are not assessed directly, but when internalized by the learner, they play a crucial part in helping students to meet the prescribed learning outcomes which are assessed. Students fulfill learning outcomes in various ways and at varying rates. Consequently, students are well served when they have opportunities to apply a range of strategies in support of tasks and activities in each outcome.

Question

Why doesn't the ministry recommend print or video titles of novels, plays, and storybooks, or of web sites?

Answer

The ministry does not evaluate educational resources that fall outside the criteria for inclusion in the provincial Grade Collections. These types of resources are more suitable as supplementary or library materials. Due to the vast potential for selection, decisions related to these types of materials are best made by educators at the local level to permit consideration of local priorities, as well as individual and classroom needs.

Due to their transitory nature, web sites are not typically evaluated by the ministry.

The ministry does provide guidelines to assist with local evaluation of individual novels, plays, and web sites. Please refer to pages 76 to 79 of the document, *Evaluating, Selecting and Managing Learning Resources (2000)* for these guidelines. 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.

Question

What can I tell parents and students when they ask why students have to study French?

Answer

There are many reasons for studying French, and you will be able to think of others. Here are ten major reasons that you may find helpful in your discussions.

1. Economy of the Future

In many European countries, a second language is introduced in primary school and a third language in middle school. International job applicants who are

CORE FRENCH FREQUENTLY ASKED QUESTIONS

proficient in at least two languages will be at a distinct advantage in the global market. When you know French, you can be a part of communications and transactions occurring daily in French on every continent.

2. *Job Opportunities*

Canada is a bilingual country and jobs often require knowledge of both official languages. France is a world leader in telecommunications development, a market with growth potential. The European Union, the second largest trading bloc in the world, recognizes French as an official language. The ability to communicate in French could lead to careers in the airline industry, import-export, tourism, and other international businesses. French is also an important language for working at the United Nations (where French is the second most widely used language) or in the Canadian Diplomatic Service. Students could also become French teachers, interpreters, or translators.

3. *Other Cultures*

French is the first or second language in more than 40 countries and is spoken by 125 million people around the world, on every continent. Because French is a foreign language of choice for so many people in the world, knowing French will also increase your chance of communicating in a non-English-speaking country. You can use French to develop international friendships, as well as communicate via the Internet.

4. *Sports*

French is always used as an official language to announce events, winners, and medals at the Olympic Games. You can also follow hockey and baseball games in French. Automobile races, horse racing, tennis tournaments, and the Tour de France

(cycling) engage fans all around the globe. When you know French, the international world of sports is open to you.

5. *Improvement of English Skills*

Forty to fifty per cent of English vocabulary comes from French. The study of French will also enhance your grammar skills. As you develop greater skills in French, you also sharpen your skills in English.

6. *Critical Thinking and Creativity*

The study of French will increase your problem-solving skills and improve your memory, self-discipline, and self-esteem. Because progress is easy to measure, you can quickly take pride in your new abilities. Knowing French can help you attain a number of important life skills.

7. *Post Secondary Education Opportunities*

In many scientific fields at the graduate level, Canadian, American, and European institutions often require a reading knowledge of French or German in order for scholars to be able to conduct research. France continues to be leader and innovator in science and technology. Civil engineering (the tunnel between England and France and the TGV—one of the world's fastest trains), space/aeronautics (the Concorde, a Franco-British enterprise, and the Ariane Rocket, a Franco-European initiative), medical technologies (the isolation of the HIV virus), and telecommunications (the Minitel with more than 20,000 on-line services and micro chip telephone cards) are just a few areas in which the French are leaders. Knowing French can open doors to graduate school and to important research.

CORE FRENCH FREQUENTLY ASKED QUESTIONS

8. *Travel*

France is the most visited destination in the world with 67 million tourists in 1997. Paris is one of the top ten “global cities.” When you speak French, you can be an educated tourist, asking for directions, getting your own hotel room, or telling a French friend about Canada.

9. *Opening the Doors to Art, Fashion, Cinema...*

France is a leader in the world of art, fashion, and film. As you quickly realize when you look at the foreign film section of the local video store, France is one of the most prolific producers of international films. The Cannes International Film Festival annually attracts the attention of the world when the best films, directors, and actors are named. When you understand French, you don’t have to rely on subtitles to enjoy a French film.

10. *Literature*

People around the world are familiar with many of the great works of French literature, such as *Les Misérables*, *The Three Musketeers*, *20,000 Leagues Under the Sea*, *The Little Prince*, and *The Stranger*. France has won more Nobel prizes for literature than any other country. The French are also admired for their great philosophers such as Descartes, Pascal, Rousseau, Voltaire, Sartre, and Camus. When you read French, you can enjoy these works and authors in the original.

