



Saskatchewan
Ministry of
Education

Core French Level 2

January 25, 2010



2010



DRAFT

Table of Contents

Acknowledgements.....	iii
Introduction	1
Core Curriculum	2
Broad Areas of Learning	2
Learning for life	2
Sense of Self	2
Engaged Citizens.....	2
Cross Curricular Competencies	3
Developing Thinking	3
Developing Identity and Interdependence	3
Developing Literacies	3
Developing Social Responsibility.....	4
Aim and Goals of the Core French Curriculum.....	5
An Effective Core French Program.....	5
Critical Characteristics of the Core French Program	5
The Multidimensional Nature of Core French.....	7
Assessment and Evaluation	8
Teaching for Deep Understanding.....	9
Inquiry Learning.....	9
An Inquiry Model.....	9
Overview of Learning Outcomes, Levels 1-5	11
Degrees of Learner Support in the Core French Program.....	13
Overview of Fields of Experience and Themes.....	14
Learning Outcomes and Indicators.....	15
Technology Integration.....	24
Connection to Other Subject Areas	24
Glossary	25
Bibliography.....	26

DRAFT

Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by the following members of the Core French Reference Committee in the development of *Core French: A Curriculum Guide for the Elementary Level (Levels 1-5)*:

Lisa Avram-McLean, Regina Public S.D.

Jocelyn Drozda Daunheimer, Regina Public S.D.
(formerly from Prairie Valley S.D. #208)

Denis Carignan, North West R.C.S.S.D. #16

Alexandra Duran, Regina Public S.D. #4

Linda Hornung, Regina Public S.D. #4

Carolyn Huber, Living Sky S.D. #202

Michelle Krueger, Regina Public S.D. #4

Luba Lubenko, Regina Public S.D.
(formerly from Good Spirit S.D. #204)

Loraine O'Donnell, Regina Public S.D. #4

Monique Myers, South East Cornerstone S.D. #209

Lisa Powell, Regina Public S.D. #4

Roxanna Smycniuk, St. Paul's R.C.S.S.D. #20

Joanne Weninger, St. Paul's R.C.S.S.D. #20

Beverley Zahariuk, Saskatoon S.D. #13

DRAFT

Introduction

Time Allotment

The Saskatchewan Ministry of Education has established provincial guidelines for the amount of time that should be allocated to Core French instruction at each grade level. Because language learning is dependent on the **amount of time** and **the intensity of the exposure** (Anderson, B., Netten, J. & Germain, C., 2005), the minimum recommended time allotted for Core French in Levels 1 to 5 is as follows:

- 120 minutes per week.

Curriculum Contents

This document provides the learning outcomes that Level 2 students are expected to achieve in Core French by the end of the year. Indicators are included to demonstrate achievement of the outcomes. The Core French curriculum is defined by language levels and not by grade levels. Level 1 is the beginning level for Core French study, regardless of the actual grade level of students.

The learning experiences recommended for students will support student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies described on the following pages.

The Core French curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-Curricular Competencies;
- the aim and goals for Core French in Saskatchewan;
- characteristics of an effective Core French program;
- outcomes and indicators;
- connections to other areas of study.

Additional support materials and resources will appear online at the Saskatchewan Ministry of Education website.

<http://www.progetudes.gov.sk.ca>

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* (2009) found on the Saskatchewan Ministry of Education website. <http://www.education.gov.sk.ca/policy>

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Levels 1-5 Core French contribute to the Goals of Education through helping students achieve knowledge, skills and attitudes related to these broad areas of learning.

Lifelong Learners

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Related to the following Goals of Education:

- Basic Skills
- Lifelong Learning
- Positive Lifestyle

Sense of Self, Community, and Place

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened.

Related to the following Goals of Education:

- Understanding and Relating to Others
- Self Concept Development
- Spiritual Development

Related to the following Goals of Education:

- Career and Consumer Decisions
- Membership in Society
- Growing with Change

Engaged Citizens

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Cross Curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level. The Core French program supports students in their attainment of these competencies.

K-12 Goals for Developing Thinking:

- Thinking and learning contextually
- Thinking and learning creatively
- Thinking and learning critically.
- Related to CEL of Critical and Creative Thinking.

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

K-12 Goals for Developing Identity and Interdependence:

- Understanding, valuing, and caring for oneself (intellectually, emotionally, physically, spiritually)
- Understanding valuing and caring for others
- Understanding and valuing social, economic, and environmental interdependence and sustainability.

Related to CELs of Personal and Social Development and Technological Literacy.

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

K-12 Goals for Developing Literacies:

- Constructing knowledge related to various literacies
- Exploring and interpreting the world through various literacies
- Expressing understanding and communicating meaning using various literacies.

Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning.

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals.

K-12 Goals for Developing Social Responsibility:

- Using moral reasoning processes
- Engaging in communitarian thinking and dialogue
- Taking social action.

Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning.

Aim and Goals of the Core French Curriculum

The aim of the Saskatchewan Core French curriculum is to help students understand, use, and appreciate the French language. Its goals are to use the language confidently and correctly in familiar contexts and authentic situations, to develop the strategies that will help them acquire the language, and to develop an appreciation of Francophone cultures.

In Levels 1 to 5 of the Core French curriculum, students begin by developing a level of comfort by first becoming familiar with the oral aspects of the French language in experiential contexts before proceeding to using it in its written forms. Basic competence in learning French may lead to students' desire to further their French language studies.

The renewed Core French program uses a literacy based approach. In order to achieve the learning outcomes, students need to learn a wide variety of language skills and strategies. Effective language teachers use a large range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and use strategies before, during and after viewing, listening, reading, representing, speaking, and writing.

In order to be successful, students need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practiced using a model such as the following:

- Introduce and explain the purpose of the skill or strategy
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and in teams.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students' ability to transfer the repertoire of skills and strategies with less and less teacher prompting over time. (taken from English Language Arts 3, 2010)

Comprehension Strategies for Oral Language

In effective FSL instruction, teachers initially provide a lot of support to help students grow in their knowledge and use of the French language, but as their proficiency increases they are able to withdraw some support. Known as scaffolding, this approach allows teachers to gradually release responsibility to students through the use of modeling, shared practice, guided practice and independent practice. The following are the steps a Core French teacher would use with an oral activity;

1. The teacher models the language authentically while students observe and try to understand.
2. The teacher and students work together. The teacher models the language and helps students complete the activity.
3. Students are invited to complete the activity while the teacher observes them.
4. Students work independently by adapting the teacher's model as the teacher observes. (Making Connections: Effective Literacy Practices in FSL, 2008)

Comprehension Strategies for Listening, Viewing, and Reading

Exploring aural, visual, and written text in FSL should be about understanding the text. Effective text users call upon a number of strategies that help them understand. Applying these strategies allows them to become independent text users. The strategies that follow are used before, during, and after exploring a text. They should be introduced in a progressive manner and they are effective with all of the Core French language outcomes.

1. Ask Questions – the teacher models this strategy by asking questions that verify student comprehension, activate prior knowledge, and develop their language use.
2. Make Predictions – After using questioning to identify the context and personalize the topic by linking it to prior experience, students can begin to make predictions about meaning of the text. They will be based on exploration of the title, visuals, and familiar vocabulary.
3. Monitor and Repair Comprehension – When a teacher explores a text in Core French it is important to pause and ask students to gauge comprehension. If the responses are not accurate they must repair comprehension by revisiting the text, defining certain words, or emphasizing graphics or other visual clues. Students need these strategies to check and correct their understanding.
4. Make Connections – As students explore text, they develop the ability to link a new text to what they already know. They may also make connections between a text in French and their first language. When they connect prior knowledge to a new text they are more likely to remember new content.
5. Visualize – Visualizing means creating a mental image of a message to bring a text to life and make it more vivid. This allows them to become engaged and motivated as well as enhancing the enjoyment of the experience.
6. Summarize – When students summarize the text they may start by searching for and copying key phrases from a text. The use of graphic organizers, such as charts, webs, and timelines is helpful to extract key information. Even though their vocabulary is limited they can feel a sense of accomplishment.
7. Synthesize - When students synthesize a text they go beyond retelling facts or storylines. They re-organize and transform the information into a new form that demonstrates what they have learned.

-
8. Analyze and Evaluate – After exploring a text students need to think about it in terms of what it means to them. They could consider how the author presented the content, organized the text or emphasized certain elements and not others. The challenge is to engage in a deeper consideration that is meaningful and linguistically feasible. (Making Connections: Effective Literacy Practices in FSL, 2008)

Comprehension Strategies for Representing and Writing

Effective writers use a number of strategies to help them create a quality product. The strategies that follow can be used in the F2 classroom before, during, and after creating a text or visual representation.

Before

- Make a web or use another graphic organizer to find ideas.
- Talk to someone to find ideas.
- Identify key words to plan your writing.
- Do some research.
- Make a plan.
- Follow a model.

During

- Write a draft copy.
- Use a dictionary to verify spelling.
- Follow a model.
- Put the draft away and come back to it later.

After

- Look at a checklist.
- Make revisions by changing/removing/adding words, sentences or paragraphs.
- Look at a rubric and check the quality of your product.
- Look at some anchor papers and compare your writing to them.
- Write or type the final draft.

An Effective Core French Program

The new Core French program for Levels 1-5 focuses on level-specific learning outcomes on which students must be evaluated. Because students enter the Core French program at different grade levels in Saskatchewan school divisions, Level One of the new curriculum may be used in any grade where students are beginning to study Core French.

Critical Characteristics of the Core French Program

- Research has demonstrated that language learning is dependent on a number of factors: the amount of time of exposure to a language, the intensity of the exposure, and the quality and types of learning activities that students are exposed to. This means that learning French should not be limited to the classroom. Any language learning opportunity via visits to other classrooms, French activities and day camps, student exchanges, and technological connections with other French speakers should be encouraged and welcomed (Anderson, Netten & Germain, 2005).
- Successful language learning requires exposure to oral language before the introduction of formalized reading or writing. Even where literacy activities are introduced at lower levels, oral language always precedes written language, with varying degrees of support.
- Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (Pearson & Gallagher, 1983).
- French is learned in meaningful communicative-experiential contexts in which the student develops communicative skills by being actively engaged in activities for specific purposes rather than by simply examining the lexical and grammatical components of the language.
- Fields of experience in the Core French Program draw on broad themes that encompass the learners' life experiences, intellectual development, and interests which draw from the following domains: physical, social, civic, intellectual, and leisure (H.H. Stern, 1982). Experiential goals lead to performances or products where students demonstrate their learning within a field of experience.
- The language knowledge component (orthography, grammar and syntax, vocabulary and semantics) is never pre-taught in isolation from its context. Rather, students develop language learning skills and strategies as they engage in authentic activities.

Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible. Examples are a one-to-one social conversation with physical gestures, or storytelling activities that include visual props. (Cummins, 2007)]

(Insert diagram here)

The Multidimensional Nature of Core French

A multidimensional curriculum approach for teaching second languages was first proposed by H. H. Stern (1982) and was researched and expanded by the National Core French Study. This approach means that the Core French program does not focus on language alone. Instead, elements from four learning dimensions are used: Communicative/Experiential, Language, Culture and General Language Education. The renewed Saskatchewan Core French curriculum is similar to the previous versions of the curriculum guide in that it combines all of these dimensions to provide a study of the second language in all its aspects, taking into account the context in which language is used for communication.

A multidimensional curriculum approach is used because:

- This approach better responds to the complexity of language. The code system is part of a very complex communicative ensemble which should be studied from many perspectives.
- Motivation suffers if communicating in real situations is delayed until the basic code system has been mastered.
- Second language learning can contribute to the general education of the student by having the student learn new concepts in many domains.
- This approach facilitates incorporation of the cross-curricular competencies to a much greater degree.
- It provides flexibility to correspond to the diversity of situations in which Core French is taught in Saskatchewan and helps to accommodate the differences in language ability and learning styles within each classroom.
- It encourages many new instructional strategies and methods.

Assessment and Evaluation

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricular outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching/learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes. There are three interrelated purposes of student achievement. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment		Evaluation
Assessment for Learning	Assessment as Learning	Assessment of Learning
Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:	Assessment as Learning actively involves student reflection on learning and monitoring of his or her own progress and:	Assessment of Learning involves teachers' use of evidence of student learning to make judgments about student achievements and:
<ul style="list-style-type: none"> • is teacher-driven for student, teacher, and parent use; • occurs throughout the teaching and learning process, using a variety of tools; • engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning; • is formative in nature. 	<ul style="list-style-type: none"> • supports students in critically analyzing learning related to curricular outcomes; • is student-driven with teacher guidance; • involves goal setting by students for further learning, both short-term and long-term; • occurs throughout the learning process; • is formative in nature. 	<ul style="list-style-type: none"> • provides opportunities to report evidence of achievement related to curricular outcomes; • occurs at the end of a learning cycle, using a variety of tools; • provides the foundation for discussion on placement or promotion; • is summative in nature.

Teaching for Deep Understanding

Inquiry Learning

Inquiry learning is a philosophical teaching and learning approach which encourages deep understanding. It is based on research and constructivist models, allowing the teacher to broach new concepts and content via student experience, interest, and their natural curiosity about the world that surrounds them. Inquiry learning facilitates active student engagement in a personal, collaborative and collective process, while simultaneously developing personal responsibility and independence. It provides opportunities for students to:

- develop lifelong learning competencies;
- tackle complex problems without predetermined solutions;
- question their understandings; and
- deepen their exploration of the world around them.

In inquiry learning, students experience a recursive process between their perceptions and the construction of new understandings. They take the time to reflect on what they did, how they did it, and how their new understandings will be useful to them in other learning situations as well as for practical real-world applications.

An Inquiry Model

Inquiry is a research process that structures the organization of teaching and learning. This process has many non-linear phases with varying beginning and ending points: planning, information gathering, data analysis, product creation, communication of understandings, and evaluation. Compelling questions for various topics, problems, or challenges relating to concepts and content launch the inquiry process.

A compelling question:

- is inspired by students' lived experiences, interests and curiosity;
- launches a pertinent investigation of important ideas and main themes;
- gives rise to animated and reflective discussions, sustained engagement, new understandings, and the emergence of new questions;
- leads to the consideration of new perspectives, critical examination of the facts, support of ideas, and justification of answers;
- results in the constant and essential re-examination of key ideas, hypotheses, and prior knowledge; and

-
- promotes the establishment of links between new understandings, personal experiences, retrieval of memorized information, and transfers to other contexts and subjects.

During the inquiry process, students participate actively in the generation of compelling questions. Using various formats, they track their questioning, reflections, answers, and different perspectives. This information can serve as a means of evaluating both the students' learning and the learning process. Documentation such as this enables a deeper understanding of what the student knows, understands, and is able to do.

(Insert diagram here.)

DRAFT

Overview of Learning Outcomes, Levels 1-5

Dimensions	Level 1	Level 2	Level 3	Level 4	Level 5
CS.1 Communication Skills (listening and viewing)	Demonstrate understanding of a limited number of oral key words, familiar phrases, questions and basic classroom instructions.	Demonstrate understanding of basic oral messages in a short, concrete sentence, a familiar question, request, instruction or accolade.	Demonstrate understanding of oral messages in limited questions, statements, courtesy requests, instructions and accolades.	Demonstrate understanding of oral messages in a variety of single sentence statements, questions, courtesy requests, and instructions.	Demonstrate understanding of oral messages in a variety of simple multi-sentence statements, requests, instructions and questions.
CS.2 Communication Skills (speaking)	Provide limited personal information through oral expression supported by constant prompting.	Provide personal information through oral expression supported by extensive prompting.	Provide basic information on familiar topics through oral expression supported by a range of prompting as required.	Provide a variety of information on familiar topics through oral expression supported by occasional prompting.	Exchange a variety of information on familiar topics through oral expression supported by occasional prompting.
CS.3 Communication Skills (reading)		Demonstrate understanding of key words in a simple concrete sentence supported by an illustration or photo.	Demonstrate understanding of the key words and content in a series of repetitive sentences supported by illustrations or photos.	Demonstrate understanding of the main idea and some detail of a simple expository text or procedural text on a familiar topic.	Demonstrate understanding of the main idea and many isolated details of simple expository, procedural or persuasive text on familiar topics.
CS.4 Communication Skills (writing)	Re-produce, with prompting and support, a single key word in print.	Produce a simple French sentence from a model.	Produce a simple, short, repetitive text closely based on a model.	Produce a short and simple text on a familiar topic based on a model.	Produce various types of short texts on familiar topics in a structured and modeled fashion.
LK.1 Language Knowledge (syntax and grammar, semantics and vocabulary, orthography)	Demonstrate acquisition of language concepts related to the themes for Level 1.	Demonstrate acquisition of language concepts related to themes for Level 2.	Demonstrate acquisition of language concepts related to themes for Level 3.	Demonstrate acquisition of language concepts related to themes for Level 4.	Demonstrate acquisition of language concepts related to themes for Level 5.

C.1 Cultural Knowledge	Identify limited aspects of Francophone, First Nations, and Métis cultures with prompting.	Identify elements of Francophone, First Nations, and Métis cultures in families.	Compare elements of Francophone, First Nations, and Métis cultures in communities.	Compare elements of Francophone, First Nations, and Métis cultures in Saskatchewan.	Compare elements of Francophone, First Nations, and Métis cultures in Canada.
GL.1 General Language (listening-viewing strategies)	Use visual and auditory clues with prompting for the interpretation of a listening or viewing experience.	Use listening or viewing strategies in highly-structured learning situations.	Use listening or viewing strategies in structured learning situations.	Use listening or viewing strategies in semi-structured learning situations.	Use listening or viewing strategies in guided learning situations.
GL.2 General Language (speaking strategies)	Use speaking strategies in modeled learning situations.	Use speaking strategies in highly-structured learning situations.	Use speaking strategies in structured learning situations.	Use speaking strategies in semi-structured learning situations.	Use speaking strategies in guided learning situations.
GL.3 General Language (reading strategies)		Use reading strategies for sentences in modeled learning situations.	Use reading strategies for short, repetitive texts in highly-structured learning situations.	Use reading strategies in structured learning situations.	Use reading strategies in semi-structured learning situations.
GL.4 General Language (writing strategies)		Use writing strategies for sentences in modeled learning situations.	Follow modeled steps of a shortened writing process in highly-structured learning situations.	Implement stages of a shortened writing process in structured learning situations.	Implement stages of the writing process in semi-structured learning situations.
Level Focus	The word	The sentence	The repeated sentence	Multiple sentences	Information exchange in multiple sentences

Degrees of Learner Support in the Core French Program

Students are given much scaffolded support during their initial exposure to language learning. This gradual release of responsibility from teacher to student allows students to experience early success with using French as a second language. Modeling is used to provide initial input, and teacher support is used to enable students to function with varying degrees of support or scaffolding as they acquire the language knowledge, skills, and strategies needed to participate in language learning experiences.

- **Modeled** situations refer to the language models provided by the teacher which are closely observed by the students.
- **Highly-structured** situations provide specific learning supports which allow no choice in language models used by the students in a large group sharing situation.
- **Structured** situations provide specific learning supports which allow limited choice in language models used by the students in a large group sharing situation.
- **Semi-structured** situations provide learning supports in open-ended learning situations. Students are able to make broad choices from the language models provided as they learn to express themselves in a large group sharing situation.
- **Guided** situations still provide teacher support to the students, however, students are given slightly more responsibility in functioning on their own for very short periods in pairs or in small groups.
- **Semi-guided** situations provide even less teacher support, but the teacher is still available to provide support when required. Students are beginning to rely less on scaffolding provided by the teacher as they use language in pairs or in small groups.
- **Independent** situations require that students function on their own to make choices based on familiar material, and to select appropriate language to communicate their own original messages.

Overview of Fields of Experience and Themes

The following table indicates thematic units of study within a field of experience. Compulsory units in Levels 1 and 2 are followed by the (c) designation. Teachers may select any four units in Levels 3, 4, and 5. When students complete a unit, they are required to demonstrate language competence by working towards an experiential goal or final task. Language competence for that field of experience must be demonstrated with a performance or a product.

Field of Experience	1	2	3	4	5
Environment	Calendar, Colours and Shapes (c)	Calendar and Weather (c)	Weather Report	A Treasure Hunt in My Community	Environmental Initiatives
Family and Friends	Greetings (c)	Family (c)	Rooms in a House	Friends	Auto-biography
School	Classroom Routines and Objects (c)	My Backpack (c)	People in the School	Rooms in the School Mystery	Wacky Week Timetable
Animals	Pets (c)	Wild or Zoo Animals (c)	Imaginary Animals	Animal Logos	Endangered Animals
Clothing	Winter Clothing (c)	Seasonal Clothing (c)	Travel Clothing	Costumes & Masks	Fashion Show
Food	Fruit Salad (c)	Healthy Snacks (c)	Trash-less Lunches	Pizza	Celebration Menu
Physical Activity	Body (c)	Recreational Activity (c)	Folk and Traditional Dances	Action Sequences	Winter Carnival
Travel	School Transportation (c)	Alternate Types of Transportation (c)	Taking a Short Trip	Vacation Activities in Saskatchewan	Canadian Vacations

(c) = compulsory theme for that level

Learning Outcomes and Indicators

Key

Learning Outcome and Indicator Codes

- 2.CS.1(a)**
- 2** Level
- CS** Goals
- 1** Learning Outcome
- (a)** Indicator

Abbreviation of Processes

- [R]** Reading
- [W]** Writing
- [L]** Listening
- [S]** Speaking
- [V]** Viewing
- [RP]** Representing

Specific Terms used in the Learning Outcomes and Indicators

- including delimits the content, the context, or the strategy to be evaluated, without excluding other possible learning
- such as presents a suggestion of content without excluding other possibilities
- e.g. presents a list of precise examples concerning a concept or a strategy, without excluding other possibilities

Goals

- (CS) Communication Skills** Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes.
- (GL) General Language Strategies** Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development.
- (LK) Language Knowledge** Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs.
- (C) Culture** Students will recognize the value of French language acquisition and Francophone cultures through participation in a variety of activities.

Learning Outcomes and Indicators (Continued)

Goal: Communication Skills (CS) Language Knowledge (LK)	
Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i>	Indicators <i>Examples of possible student demonstrations.</i>
<p><i>The student will be able to :</i></p> <p>2.CS.1 Demonstrate understanding of basic oral French messages in a short concrete sentence, a familiar question, statement, request, instruction or accolade. [L] [RP] [S]</p>	<p><i>The student :</i></p> <p>2.CS.1 (a) Shares information about feelings, needs, and personal data with an English response, a drawing, gestures, or a French word routinely used in class.</p> <p>2.CS.1 (b) Identifies the day, month and date on a calendar in a statement such as <i>Aujourd'hui c'est le mercredi cinq octobre.</i></p> <p>2.CS.1 (c) Responds to the questions <i>Qu'est-ce que c'est? Qui est-ce?</i> (e.g., with gestures, drawings, known French words, or using English).</p> <p>2.CS.1 (d) Responds to a sentence ending in <i>s'il vous plaît</i> (e.g., with an action, gesture or with a simple <i>oui/non</i> response).</p> <p>2.CS.1 (e) Responds to accolades such as <i>Très bien! Excellent!</i> (e.g., with a gesture, facial expression, or with a word such as <i>Merci!</i>).</p> <p>2.CS.1 (f) Responds to instructions for several classroom routines, such as <i>Écoutez!</i> (stopping the activity) or <i>Répétez!</i> (repeating the word or phrase).</p> <p>2.CS.1 (g) Matches a spoken French word with an action or a gesture.</p>

Goal: General Language Strategies (GL)

Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i>	Indicators <i>Examples of possible student demonstrations.</i>
<p><i>The student will be able to:</i></p> <p>2.GL.1 Use listening or viewing strategies in highly structured situations, including: [L] [V] [RP]</p> <ul style="list-style-type: none"> • preparation for listening or viewing • participation in listening or viewing experience • identification of context clues • visualization of the message • interpretation of the oral message • reflection on the listening experience. 	<p><i>The student:</i></p> <p>Before listening or viewing:</p> <p>2.GL.1 (a) Prepares for the presentation (e.g., pays attention to a signal, looks at the speaker, is quiet and attentive).</p> <p>2.GL.1 (b) Makes connections to own experiences in English (e.g., when shown a picture, photograph or book cover).</p> <p>2.GL.1.(c) Anticipates the content of the listening experience by making predictions in English.</p> <p>During listening or viewing:</p> <p>2.GL.1 (d) Guesses at the meaning of an unknown word or phrase with support.</p> <p>2.GL.1 (e) Tolerates ambiguity by focusing on a familiar word.</p> <p>2.GL.1 (f) Associates a gesture, action, or facial image with a message.</p> <p>2.GL.1 (g) Associates intonation and expression with a message.</p> <p>2.GL.1 (h) Finds a cognate in a sentence (e.g., <i>animal</i> for animal, or <i>bleu</i> for blue).</p> <p>2.GL.1 (i) Draws a representation of a mental image about the message.</p> <p>2.GL.1 (j) Tells about a mental image in English.</p> <p>After listening or viewing:</p> <p>2.GL.1 (k) Identifies, with some teacher support, the content of the listening experience (e.g., drawing pictures or using puppets).</p> <p>2.GL.1 (l) Identifies, in English with teacher support, the strategies used to interpret the message, such as watching speaker's face and gestures, using context clues, listening to the speaker's intonation and expression.</p>

Goal: Communication Skills (CS) Language Knowledge (LK)*

<p>Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i></p>	<p>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>2.CS.2 Provide personal information through oral expression supported by extensive prompting, including:</p> <p>[S] [L]</p> <ul style="list-style-type: none"> • identification of actions, activities, people, places and objects • expression of basic needs using simple courtesies • response to simple questions in context • indication of preferences • description of the weather • description of basic feelings. 	<p><i>The student :</i></p> <p>2.CS.2 (a) Makes a simple modeled sentence related to the vocabulary of a theme (e.g., <i>C'est un lion. Voici un crayon. J'ai un chien.</i>).</p> <p>2.CS.2 (b) Describes people or oneself doing actions using a model (e.g., <i>Elle saute. Il court. Je marche.</i>).</p> <p>2.CS.2 (c) Uses learned politeness phrases for various situations (e.g., <i>S'il vous plaît. Merci! Excusez-moi!</i>).</p> <p>2.CS.2 (d) Gives a short modeled response to questions (e.g., <i>Qu'est-ce que c'est? C'est un chien. Qui est-ce? C'est maman. Quel temps fait-il? Il fait beau.</i>).</p> <p>2.CS.2 (e) Indicates preferences and non-preferences in a simple sentence, based on models (e.g., <i>J'aime... Je déteste...</i>).</p> <p>2.CS.2 (f) Describes weather with memorized global expressions (e.g., <i>Il fait froid. Il fait chaud. Il fait soleil. Il vente. Il pleut. Il neige. C'est nuageux.</i>).</p> <p>2.CS.2 (g) Expresses feelings by using expressions (e.g., <i>Je suis content(e). Je suis triste.</i>).</p> <p>2.CS.2 (h) Participates in an oral language game with a previously learned word or phrase.</p>

Goal: General Language Strategies (GL)	
Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i>	Indicators <i>Examples of possible student demonstrations.</i>
<p><i>The student will be able to :</i></p> <p>2.GL.2: Use speaking strategies in highly structured situations, including: [L] [V] [S]</p> <ul style="list-style-type: none"> • accessions of models • consultation of concrete reference materials. 	<p><i>The student :</i></p> <p>2.GL.2 (a) Imitates the teacher’s gestures and expressions.</p> <p>2.GL.2 (b) Finds words in environmental print (e.g., on charts, in books, posters, and pictures posted on classroom walls).</p> <p>2.GL.2 (c) Practises new phrases in a large group setting.</p> <p>2.GL.2 (d) Makes a gesture to accompany a word.</p> <p>2.GL.2 (e) Self-evaluates participation in oral language games with the use of satisfaction indicators (e.g., <i>ça va bien, ça va mal, ça va comme ci, comme ça</i>, or with an icon).</p>
Goal: Communication Skills (CS) Language Knowledge (:LK)	
<p><i>The student will be able to :</i></p> <p>2.CS.3 Demonstrate understanding of key words in a simple, concrete sentence supported by an illustration or photo. [RD] [RP]</p>	<p><i>The student :</i></p> <p>2.CS.3 (a) Locates key words and cognates with support (e.g., on a chart, bulletin board, or interactive whiteboard).</p> <p>2.CS.3 (b) Sorts key words on cards according to criteria with support (e.g., animals, school objects, or foods).</p> <p>2.CS.3 (c) Responds to a shared reading experience (e.g., with drawings, physical actions, matching pictures to words, or by saying an English word).</p>

Goal: General Language Strategies (GL)

<p>Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i></p>	<p>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>2.GL.3 Use reading strategies for sentences in modeled situations, including:</p> <p>[L] [V] [RD]</p> <ul style="list-style-type: none"> • preparation for a reading experience • identification of context clues during a reading experience • identification of environmental print to interpret words • verification of predictions • reflection on the reading experience. 	<p><i>The student :</i></p> <p>Before shared reading:</p> <p>2.GL.3 (a) Makes connections to own experiences in English.</p> <p>2.GL.3 (b) Predicts content in English or by using a familiar French word.</p> <p>During shared reading:</p> <p>2.GL.3 (c) Looks at illustrations as a context clue.</p> <p>2.GL.3 (d) Recognizes key words such as names and familiar expressions.</p> <p>2.GL.3 (e) Follows word to print correspondence as the teacher reads a line from a familiar song or poem.</p> <p>2.GL.3 (f) Examines word walls, labeled objects or illustrated charts to find meaning.</p> <p>After shared reading:</p> <p>2.GL.3 (g) Verifies predictions by saying <i>oui</i> or <i>non</i>.</p> <p>2.GL.3 (h) Discusses in English what the reading experience was about.</p> <p>2.GL.3 (i) Asks questions in English about story elements needing clarification.</p> <p>2.GL.3 (j) Discusses in English a strategy used to understand the story such as focusing on a familiar word.</p>

Goal: Communication Skills (CS) Language Knowledge (LK)

<p>Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i></p>	<p>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>2.CS.4 Produce a simple French sentence from a model. [W]</p>	<p><i>The student :</i></p> <p>2.CS.4 (a) Writes a simple, concrete sentence by substituting words (e.g., <i>C'est un lion.</i> becomes <i>C'est un tigre.</i>).</p> <p>2.CS.4 (b) Labels pictures and illustrations with a simple sentence.</p>

Goal: General Language Strategies (GL)

<p><i>The student will be able to :</i></p> <p>2.GL.4 Use writing strategies for sentences in modeled learning situations, including:</p> <ul style="list-style-type: none"> • participation in a modeled writing experience • dependence on concrete reference materials • use of a writing template • reflection on the writing experience. 	<p><i>The student :</i></p> <p>2.GL.4 (a) Interacts with the teacher as the teacher writes a sentence.</p> <p>2.GL.4 (b) Examines references (e.g., picture dictionaries, word lists, word walls, charts or bulletin boards).</p> <p>2.GL.4 (c) Writes a short text, filling in a repetitive template.</p> <p>2GL.4 (d) Writes a short repetitive text, following a template (e.g., <i>C'est maman. C'est papa. C'est moi.</i>).</p> <p>2.GL.4 (e) Contributes a page of repetitive text for a class book based on a theme.</p> <p>2.GL.4 (f) Self-evaluates writing using representative icons or phrases (e.g., ☺ ☹ ☹ or <i>Ça va bien. Ça va comme ci, comme ça. Ça va mal.</i>).</p>
--	--

Goal: Language Knowledge (LK)

<p>Learning Outcomes <i>Compulsory: What students should know, understand and be able to do.</i></p>	<p>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>2.LK.1 Demonstrate acquisition of French language concepts, including: [S] [RD] [RP]</p> <ul style="list-style-type: none"> • numbers 1-20 • common question beginnings • common articles and their placement • singular pronouns, their use and placement • knowledge of key vocabulary words and phrases linked to themes. 	<p><i>The student:</i></p> <p>2.LK.1 (a) Counts to 20.</p> <p>2.LK.1 (b) Names numbers 1-20 in French.</p> <p>2.LK.1 (c) Names the number of objects in a set of up to 20 objects.</p> <p>2.LK.1 (d) Responds to <i>qui, qu'est-ce que, est-ce que</i> questions using learned expressions.</p> <p>2.LK.1 (e) Identifies and places <i>un/une</i> and <i>le/la</i> orally in front of common nouns.</p> <p>2.LK.1 (f) Identifies and places singular pronouns orally before verbs in a sentence (e.g., <i>je, tu, il, elle, on</i>).</p> <p>2.LK.1 (g) Uses key words from the following themes in a simple sentence, such as <i>Je mange une pomme</i>.</p> <ul style="list-style-type: none"> • Calendar and Weather • Family Members • Backpack and School Supplies • Zoo or Wild Animals • Seasonal Clothing • Healthy Snack Food • Recreational Activities • Alternate Transportation.

Goal: Culture (C)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>2.C.1 Identify elements of Francophone, First Nations, and Métis family cultures. [S] [RP]</p>	<p><i>The student :</i></p> <p>2.C.1 (a) Represents Francophone cultures by saying a rhyme or singing a song such as a familiar French song commonly sung to children in Francophone families (e.g., <i>Fais dodo, Frère Jacques, Alouette, Sur le pont d'Avignon</i>) or a <i>comptine</i> (e.g., <i>Un et un, deux</i> or <i>J'ai dix petits doigts</i>).</p> <p>2.C.1 (b) Describes some aspects of Francophone families, such as names of family members (e.g., <i>maman</i> for <i>mère</i>, <i>papa</i> for <i>père</i>, <i>papi</i> for <i>grand-père</i>, <i>mami</i> for <i>grand-mère</i>) as well as aspects of First Nations families (e.g., <i>moshom</i> and <i>kokum</i> for <i>grandmother</i> and <i>grandfather</i>).</p> <p>2.C.1 (c) Names some Francophone foods or snacks and tells when they are eaten (e.g., <i>la tourtière</i> after midnight during the Christmas season, <i>la poutine</i> for a meal or a snack, <i>la brioche</i> for breakfast).</p> <p>2.C.1 (d) Names food containers common to Francophone cultures (e.g., <i>le panier à provisions</i> (shopping basket), <i>le panier à salade</i> (salad basket), <i>le sac à provisions</i> (shopping bag), as well as containers common to traditional First Nations cultures such as <i>le pare-flèche</i> (parfleche), <i>le panier au saule rouge</i> (red willow basket), <i>le panier à l'écorce de bouleau</i> (birchbark basket).</p> <p>2.C.1 (e) Examines clothing items common to Francophone cultures (e.g., <i>le béret</i>, <i>une robe haute-couture</i>, <i>un t-shirt baba-cool</i> (France : t-shirt with imprinted images and slogans), <i>la ceinture fléchée</i> (common to both Métis and Francophone cultures)).</p> <p>2.C.1 (f) Uses knowledge of Francophone cultures to participate in cultural activities, such as games, singing, and rhymes.</p> <p>2.C.1 (g) Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., <i>Ça va bien</i>, <i>Ça va mal</i>, <i>Ça va comme ci</i>, <i>comme ça</i>, or with an icon).</p>

Technology Integration

Technology contributes to the learning of a wide range of literacy and learning outcomes, and enables students to explore and create a variety of messages for multiple audiences. The use of multiple technologies in the Core French classroom:

- encourages student engagement with novelty and challenge;
- facilitates more collaboration and interaction with other students, not just in the classroom, but elsewhere;
- increases the use of outside resources;
- improves audience awareness of other students' products and presentations;
- responds to student diversity; and
- improves technical skills.

Connection to Other Subject Areas

Students arrive at school with a natural curiosity. An engaging learning environment provides opportunities to satisfy and nourish this curiosity or thirst for knowledge. When exploring French in such an environment, students make connections between languages, with other curricular areas, and with the world around them. Experiencing language learning concepts in rich contexts allows students to transfer knowledge and understanding to new situations. The Core French curriculum was organized so as to complement the experiences students will have in other subject areas at various grade levels. Some examples of integrating Core French with other areas of study are:

English Language Arts – language processing strategies in reading, writing, speaking, listening and viewing that are similar in both languages; French root words and cognates that are found in the English language; poetry, stories, and legends; narrative, procedural, expository, and persuasive text

Arts Education – colours, shapes, representations, dance, drama and role play, music, clothing, masks and costumes, and regalia

Health Education – healthy foods and the body

Physical Education – movement, dancing and games

Science – weather, animals, field trips and the environment

Social Studies – First Nations, Métis and Francophone cultures; schools; transportation; Saskatchewan families and communities; travel to other regions of Saskatchewan and Canada; festivals and celebrations

Mathematics – integers, counting, money and calendar dates.

Glossary

Cognates (congénères) – words that are the same or very similar in two languages, such as telephone and *telephone*.

Context clues – are hints, such as pictures, or other words in the sentence or paragraph that enable students to make intelligent guesses about the meaning of an unknown word in a text.

Experiential context – an authentic learning situation that enables students to learn by doing.

Gradual release of responsibility – a form of scaffolding wherein modeling is used to provide input, and teacher support is given to enable students to function with varying degrees of support until they can function independently.

Experiential goal – a final unit task based on students' interests that creates a need for students to learn how to communicate effectively on a specific topic; it is accomplished with inquiry activities in which students use another language in order to create questions about themes and explore themes using the target language.

Orthography – spelling

Semantic – refers to the meaning of words.

Syntax – refers to the structure (word order) and parts of sentences and the rules that govern the sentences (e.g., subject-verb agreement).

Template – an oral or written model consisting of one or many sentences or sentence stems that can be used by students to convey meaning.

References – resource materials students can use to obtain information for reading, writing or speaking; reference materials can be dictionaries, grammars, posters, and charts.

Word family – words that are semantically and phonetically related; when grouped in clusters, they enable students to find meaningful patterns for vocabulary development.

Word wall – a word wall is an organized collection of words displayed in a classroom; it is used as a student reference or as an interactive tool for teaching vocabulary, spelling and reading.

Bibliography

Anderson, B., Carr, W., Lewis, C., Salvatori, M. and M. Turnbull (2008). *Making connections: Effective literacy practices in FSL*. Toronto, ON: Pearson Education Canada.

Arpin, L., and L. Capra (2001). *L'apprentissage par projets*. Montréal, QC: Chenelière/McGraw-Hill.

Canadian Parents for French (2008). *The state of French language education in Canada*. Ottawa, ON: Canadian Parents for French.

CASLT *National Core French Study: A model for implementation* (1994). Ottawa, ON: Canadian Association of Second Language Teachers.

Cogswell, F., and P. Kristmanson (2007). *French is a life skill: A summary of research, theories and practices*. Toronto, ON: Nelson-Thomson Canada.

Council of Europe (2001). *Common European Framework of References for Languages: Learning, teaching and assessment*. Cambridge, United Kingdom: Cambridge University Press.

Cummins, J., Brown K., and Sayers, D. (2007). *Literacy, technology and diversity: Teaching for success in changing times*. Boston, MA: Allyn and Bacon.

Faulds, M. et al (2010). *Strategies for success: Tools for the second-language classroom*. Toronto, ON: Nelson Education.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Germain, C. (1993). *Le point sur l'approche communicative*. Montréal, QC: Centre éducatif et culturel.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.

Lapkin, S., Hart, D., and B. Harley (1998). *Case study of compact Core French models: Attitudes and achievement*. In S. Lapkin (Ed.), *French language education in Canada: Empirical studies* (pp. 3-30). Toronto, ON: University of Toronto Press.

Lombana, C. (2008). "On communicative competence: A conversation with Sandra J. Sauvignon." *Mosaic*, 10, no 2:3-13.

Mady, Callie. (2008). *The relative effectiveness of different Core French delivery models*. Ottawa, ON: CASLT.

Netten, J. and Germain, C. (2004). Intensive French: Introduction. *The Canadian Modern Language Review*, 60:3, 263-275.

Netten, J. and Germain, C. (2004). Theoretical and Research Foundations of Intensive French. *The Canadian Modern Language Review*, 60:3, 295-308.

Pearson, P., and Gallagher, M. (1983). "The Instruction of Reading Comprehension." *Contemporary Educational Psychology*, 8.

Stiggins, R. (2002). "Assessment Crisis: The Absence of Assessment FOR Learning." *Phi Delta Kappan*, 83, no 10: 758-765.

Swain, M. (2000). "The Output Hypothesis and Beyond: Mediating Acquisition Through Collaborative Dialogue." In J. Lantold (Ed.), *Sociocultural theory and second language learning*, pp. 97-114. Oxford, UK: Oxford University Press.

Tomlinson, C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.

Turnbull, M. (2001). "There is a Role for the L1 in Second and Foreign Language Teaching." *Canadian Modern Language Review*, 57:531-540.

Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

_____ (1962). *Thought and language*. In E. Hanfman and G. Vakar (Eds. And Trans.). Cambridge, MA: MIT Press.