



Core French Level 3

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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

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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 3 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.

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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.)

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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

3.CS.1(a)

3 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>3.CS.1 Demonstrate understanding of oral French messages in limited questions, statements, courtesy requests, instructions and accolades.</p> <p>[L] [RD]</p>	<p><i>The student :</i></p> <p>3.CS.1 (a) Associates oral words with pictures or gestures to indicate understanding (e.g., points at a picture, makes a gesture, draws a picture or matches words to a picture).</p> <p>3.CS.1 (b) Associates oral words with concrete items (e.g., selects clothing items to put into a suitcase or selects fruit or vegetables to use in a recipe).</p> <p>3.CS.1 (c) Follows directions (e.g., to go to a room in a house or school or to select body parts to create an imaginary animal).</p> <p>3.CS.1 (d) Responds to questions beginning with <i>Où</i> (e.g., by pointing to a room in a classroom, house or school or by saying the word in French).</p> <p>3.CS.1 (e) Responds to questions beginning with <i>Qui</i> (e.g., by pointing to a person or saying their name).</p> <p>3.CS.1 (f) Responds to <i>Qu'est-ce que c'est?/Est-ce que c'est ...?</i> in English or with a single word in French.</p> <p>3.CS.1 (g) Responds to a request ending with <i>s'il te plaît</i> with a courtesy response such as <i>Oui, madame</i>.</p> <p>3.CS.1 (h) Responds to a courtesy request for a food item (e.g., <i>Un sandwich, s'il te plaît!</i> or by giving the appropriate item to the person making the request).</p> <p>3.CS.1 (i) Responds appropriately to a wide range of accolades (e.g., <i>Bien! Très bien! Bravo! Excellent! Super! Formidable!</i>) with an appropriate gesture, facial expression or <i>Merci!</i>).</p> <p>3.CS.1 (j) Follows several familiar action-oriented instructions to complete a task, (e.g., <i>Sors ton cahier. Découpe la photo. Colle la photo dans ton cahier.</i>).</p> <p>3.CS.1 (k) Follows instructions (e.g., how to perform a dance or play a game with actions).</p> <p>3.CS.1 (l) Matches a spoken French word or phrase with actions or gestures.</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>3.GL.1 Use listening or viewing strategies in structured situations, including:</p> <p>[L] [V] [RP]</p> <ul style="list-style-type: none"> • activation of prior knowledge for the listening or viewing experience • participation in the listening or viewing experience • use of context clues to decipher the oral message • visualization of the content in the oral message • interpretation of the oral message • reflection on the listening or viewing experience. 	<p><i>The student :</i></p> <p>Before listening or viewing:</p> <p>3.GL.1 (a) Describes, using a familiar French word, what is seen in a picture, or a photograph.</p> <p>3.GL.1 (b) Predicts the content of the oral presentation (e.g., selecting pictures or matching key words to pictures).</p> <p>3.GL.1 (c) Makes connections to own experience in English on what he or she knows about the subject as announced in the title.</p> <p>During listening or viewing:</p> <p>3.GL.1 (d) Identifies key words and cognates (e.g. for words that indicate people, animals, place, time, dates and weather).</p> <p>3.GL.1 (e) Tolerates ambiguity by focusing on known words and phrases.</p> <p>3.GL.1 (f) Interprets gestures, facial images, intonation and expression to understand a message.</p> <p>3.GL.1 (g) Tells about a mental image in English.</p> <p>After listening or viewing:</p> <p>3.GL.1 (h) Verifies predictions made before listening.</p> <p>3.GL.1 (i) Identifies the content of the listening experience (e.g., saying a familiar key word or phrase or drawing a picture).</p> <p>3.GL.1 (j) Identifies, in English, the strategies used to interpret the message.</p> <p>3.GL.1 (k) Asks questions in English about content that was not understood.</p>

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>3.CS.2 Provide basic information on familiar topics supported by a range of prompting as required, including:</p> <p>[S] [L]</p> <ul style="list-style-type: none"> • response to courtesies using other basic courtesy expressions • description of weather, objects, actions, people or animals • response to a question with a sentence • a simple instruction • a simple statement about a topic • expression of wishes, feelings, preferences, non-preferences with a simple sentence. 	<p><i>The student :</i></p> <p>3.CS.2 (a) Replies to a courtesy response such as <i>Merci!</i> with <i>De rien.</i></p> <p>3.CS.2 (b) Replies to questions such as <i>Comment ça va?</i> with an appropriate response as well as adding: <i>Et toi?</i></p> <p>3.CS.2 (c) Replies to an offer with expressions such as <i>Oui, merci beaucoup!</i> or <i>Non, merci! Un crayon, s'il te plaît.</i></p> <p>3.CS.2 (d) Replies to farewells with expressions such as <i>Salut! Au revoir! À bientôt!</i></p> <p>3.CS.2 (e) Describes people, animals, actions or weather in an oral sentence (e.g., <i>Il/Elle a les cheveux blonds. Il/Elle est grand(e). Il fait beau. L'animal a une queue. Je coupe la pomme.</i>).</p> <p>3.CS.2 (f) Answers questions (e.g., <i>Qu'est-ce que c'est? Qui est-ce? Où est maman?</i>) with a correctly structured oral sentence.</p> <p>3.CS.2 (g) Instructs a classmate to perform an action (e.g., <i>Coupe la pomme. Va dans le couloir.</i>).</p> <p>3.CS.2 (h) Makes an oral sentence containing a list of items (e.g., <i>Je mets deux t-shirts, une paire de sandales, une paire de shorts et un maillot de bain dans ma valise. Il y a deux cahiers, trois livres et deux crayons dans mon sac.</i>).</p> <p>3.CS.2 (i) Makes a sentence indicating preferences or non preferences (e.g., <i>J'aime les barres de granola. Je déteste les sandwichs.</i>).</p> <p>3.CS.2 (j) Makes a sentence indicating feelings (e.g., <i>J'ai une pizza...je suis content(e)! J'ai un sandwich...je suis triste! J'ai une salade...je suis surprise!</i>).</p> <p>3.CS.2 (k) Uses a previously learned sentence to participate in an oral language game with others.</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>3.GL.2 Use speaking strategies in structured situations. [L] [V] [S]</p>	<p><i>The student :</i></p> <p>3.GL.2 (a) Plans what to say in a conversation, such as by writing key words or by discussing with a partner.</p> <p>3.GL.2 (b) Makes attempts to say new words and phrases orally.</p> <p>3.GL.2 (c) Refers to charts, pictures and bulletin boards as memory supports while speaking.</p> <p>3.GL.2 (d) Refers to models while speaking (e.g., delivery of a weather report, or explanation of a procedure such as how to make a snack).</p> <p>3.GL.2 (e) Refers to diagrams to give instructions on performing a series of actions.</p> <p>3.GL.2 (f) Practises simple requests and expression of feelings with a partner.</p> <p>3.GL.2 (g) Makes gestures to accompany sentences.</p> <p>3.GL.2 (h) Self-evaluates participation in oral activities through the use of satisfaction indicators (e.g., <i>Ça va très bien, Ça va bien, Ça va assez bien, Ça va comme ci comme ça, Ça va mal</i>).</p>
Goal : Communication Skills (CS) Language Knowledge (LK)	
<p><i>The student will be able to :</i></p> <p>3.CS.3 Demonstrate understanding of key words and content in a series of simple, repetitive sentences supported by illustrations or photos. [RD] [RP]</p>	<p><i>The student :</i></p> <p>3.CS.3 (a) Locates key words and cognates in a group of repetitive sentences accompanied by illustrations.</p> <p>3.CS.3 (b) Matches key words and cognates to illustrations (e.g. <i>C'est l'été. Je porte les <u>sandales</u>. Je porte les <u>shorts</u>. Je porte un <u>t-shirt</u>.</i>).</p> <p>3.CS.3 (c) Sorts key words according to several criteria, e.g.,</p> <ul style="list-style-type: none"> • rooms of the house/rooms of the school • healthy/non-healthy foods • winter/summer clothing. <p>3.CS.3 (d) States the content in a series of repetitive sentences such as by stating a single French word or in English.</p> <p>3.CS.3 (e) Responds to questions about a shared reading experience (e.g., with actions, gestures, known French words, or English words).</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>3.GL.3 Use reading strategies for short, repetitive texts in highly structured situations, including:</p> <p>[L] [V] [RD]</p> <ul style="list-style-type: none"> prediction of the content of a text activation of prior knowledge for a reading experience use of context clues to decipher the message during a reading experience use of key words and cognates use of reference materials to interpret words visualization of the content in the written message interpretation of the written message reflection on the reading experience. 	<p><i>The student :</i></p> <p>Before shared reading:</p> <p>3.GL.3 (a) Predicts the content of the text (e.g., by matching a key word to a picture or by using a familiar French word with prompting).</p> <p>3.GL.3 (b) Makes connections to own experience in English on what he or she knows about the subject as announced in the title.</p> <p>During shared reading:</p> <p>3.GL.3 (c) Identifies key words and cognates (e.g., the people, animals, place, time and weather).</p> <p>3.GL.3 (d) Identifies and uses parts of illustrations and photos to aid understanding.</p> <p>3.GL.3 (e) Examines charts, posters or visual and personal dictionaries to access meaning.</p> <p>3.GL.3 (f) Reads along with the teacher as the text is re-read.</p> <p>3.GL.3 (g) Tells about a mental image using a French word or phrase.</p> <p>After shared reading:</p> <p>3.GL.3 (h) Verifies predictions made before reading.</p> <p>3.GL.3 (i) Identifies the content of the written text (e.g., saying a familiar key word or phrase or drawing a picture).</p> <p>3.GL.3 (j) Indicates level of comprehension of the text such as by pointing to traffic light colours.</p> <p>3.GL.3 (k) Asks questions in English, with prompting, about content that was not understood.</p>
Goal : Communication Skills Language Knowledge	
<p><i>The student will be able to :</i></p> <p>3.CS.4 Produce a simple and repetitive text on a familiar topic based on a model.</p> <p>[W]</p>	<p><i>The student :</i></p> <p>3.CS.4 (a) Writes a sentence by substituting one word in a modeled sentence.</p> <p>3.CS.4 (b) Writes a repetitive 4-5 sentence modeled text such as one that describes the selection of foods needed for a healthy lunch (e.g., <i>Voici mon lunch. J'ai une banane. J'ai un sandwich. J'ai du lait. J'ai des carottes. C'est bon!</i>).</p> <p>3.CS.4 (c) Makes a poster of items needed for a trip to a certain destination, accompanied by two sentences (e.g., <i>J'ai des shorts dans ma valise. J'ai un t-shirt dans ma valise. J'ai des espadrilles dans ma valise.</i>).</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>3.GL.4 Follow modeled steps of a shortened writing process in highly structured situations, including:</p> <p>[W] [S] [RD]</p> <ul style="list-style-type: none"> • observation of a modeled writing experience • use of reference materials to locate words • development of ideas for writing • production of a short text with a model • reflection on the writing experience. 	<p><i>The student :</i></p> <p>3.GL.4 (a) Offers familiar expressions or single-word ideas as the teacher models the writing of a short text.</p> <p>3.GL.4 (b) Refers to word lists such as a personal dictionary.</p> <p>3.GL.4 (c) Refers to references (e.g., bulletin boards, charts and visual or online dictionaries).</p> <p>3.GL.4 (d) Discusses with a teacher or a partner single word ideas to put into the text.</p> <p>3.GL.4 (e) Substitutes words in a modeled text.</p> <p>3.GL.4 (f) Self-evaluates writing through the use of familiar satisfaction indicators (e.g., <i>Ça va bien, Ça va très bien, Ça va comme ci, comme ça, Ça va mal</i>).</p>

Goal : 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>3.LK.1 Demonstrate acquisition of French language concepts related to themes, including:</p> <p>[S] [RD] [RP]</p> <ul style="list-style-type: none"> • numbers 1-50 • various question types • possessive pronouns for personal items • possession • adjectives indicating attributes of self and others • a variety of instructions or commands. • knowledge of key vocabulary words and phrases linked to themes. 	<p><i>The student :</i></p> <p>3.LK.1 (a) Counts to 50.</p> <p>3.LK.1 (b) Names numbers 1-50 in French.</p> <p>3.LK.1 (c) Explains the difference, in English, between questions beginning with <i>où, qui, and que</i>.</p> <p>3.LK.1 (d) Refers to objects that belong to himself or herself using a possessive pronoun (e.g., <i>ma valise, ma boîte à lunch, ma chambre, ma maison, mon animal</i>).</p> <p>3.LK.1 (e) Uses the verb <i>avoir</i> to show possession of an object, such as <i>J'ai une pomme</i>.</p> <p>3.LK.1 (f) Uses the verb <i>être</i> to show personal attributes (e.g., <i>Je suis grand, Elle est petite</i>).</p> <p>3.LK.1 (g) Uses the verbs <i>chercher, mettre, aller</i> to indicate instructions.</p> <p>3.LK.1 (h) Demonstrates an understanding of key thematic words and phrases in a simple oral sentence:</p> <ul style="list-style-type: none"> • Numbers • Weather Report • Rooms in a House • People in the School • Imaginary Animals • Vacation Clothing • Trash-less Lunches • Folk and Traditional Dances • Short Trip Destinations.

Goal : Culture (C)	
Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i>	Indicators <i>Examples of possible student demonstrations.</i>
<p>The student will be able to :</p> <p>3.C.1 Compare basic elements of Francophone, First Nations, and Métis family cultures in communities.</p> <p>[S] [RP]</p>	<p>The student :</p> <p>3.C.1 (a) Represents French culture (e.g., by reciting a <i>comptine</i> or by singing a song).</p> <p>3.C.1 (b) Identifies typical Francophone foods in a lunch (e.g., <i>les croissants</i>, <i>le fromage</i>), in comparison to foods in First Nations and Métis cultures (e.g., <i>les baies</i> (berries) and <i>la banique</i> (bannock)).</p> <p>3.C.1 (c) Examines elements of French culture in the classroom and school, such as posters and books.</p> <p>3.C.1 (d) Describes housing types in various Francophone communities (e.g., <i>une maison à deux étages</i>, <i>une villa</i>, <i>une maison mobile</i>, <i>un bungalow</i>, <i>un hôtel de glace</i>) in comparison to the various kinds of traditional housing in First Nations and Métis cultures (<i>un tipi</i>, <i>une cabane</i>).</p> <p>3.C.1 (e) Examines meals in different Francophone communities (e.g., <i>déjeuner/petit déjeuner</i> and <i>diner/souper</i>).</p> <p>3.C.1 (f) Describes mythic or imaginary animals such as the sea monster <i>Memphré</i> in Québécois culture in comparison to animals such as Coyote in many First Nations cultures.</p> <p>3.C.1 (g) Discusses authentic French picture books read by the teacher.</p> <p>3.C.1 (h) Uses knowledge of Francophone cultures to participate in cultural activities (e.g., games, singing, and chants).</p> <p>3.C.1 (i) Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., <i>Ça va très bien</i>, <i>Ça va bien</i>, <i>Ça va assez bien</i>, <i>Ça va comme ci comme ça</i>, <i>Ça va mal</i>).</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.

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