

FRENCH AS A SECOND LANGUAGE

NINE-YEAR

PROGRAM OF STUDIES

(Grade 4 to Grade 12)

DONNÉES DE CATALOGAGE AVANT PUBLICATION (ALBERTA LEARNING)

Alberta. Alberta Learning. Direction de l'éducation française.

French as a second language nine-year program of studies (grade 4 to grade 12).

ISBN 0-7785-3772-2

1. Français (Langue) -- Étude et enseignement -- Alberta -- Allophones.
2. French language -- Study and teaching as a second language -- Alberta.
3. French language -- Study and teaching -- Alberta -- Foreign speakers.
4. French language -- Outlines, syllabi, etc. -- Alberta. I. Titre

PC2065.A333 2004

440.707123

This publication is primarily for:

<i>Students</i>	
<i>Teachers</i>	✓
<i>Administrators (principals, superintendents)</i>	✓
<i>Parents</i>	
<i>General Public</i>	
<i>Others</i>	

Contents

Preface	iii
Introduction	1
Rationale	3
Philosophy	4
Definition of Outcomes	9
General Outcomes: Grades 4 to 12	11
Specific Outcomes: Grade 4	13
Specific Outcomes: Grade 5	20
Specific Outcomes: Grade 6	27
Specific Outcomes: Grade 7	35
Specific Outcomes: Grade 8	42
Specific Outcomes: Grade 9	49
Specific Outcomes: Grade 10 (French 10–9y)	56
Specific Outcomes: Grade 11 (French 20–9y)	61
Specific Outcomes: Grade 12 (French 30–9y)	66
Glossary of Terms	71
Appendix : Suggested Breakdown of the Grade 4–6 and Grade 7–9 Field of Experience <i>Holidays and Celebrations</i>	77

Preface

The nine-year program of studies for French as a Second Language (FSL) is a legal document that specifies, from Grade 4 to Grade 12, what Alberta students are expected to acquire as attitudes, and linguistic, cultural and strategic knowledge as they develop and demonstrate their communicative skills.

This document contains an introduction, a rationale, philosophy statements, and general and specific outcomes.

A glossary of terms and an appendix are provided as supplementary information.

Introduction

In Alberta, French as a Second Language (FSL) refers to a course sequence in which the French language is taught as a subject. Research has demonstrated that a second language is best taught between 30 and 40 minutes a day over the course of the school year to enable students to develop communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies.

Over the past four decades, the teaching and learning of second languages has seen many changes in approaches as research in language acquisition has evolved. In the 1960s and 1970s, second language programs stressed linguistic competence—the knowledge of grammatical rules governing the language. In the 1980s, second language programs placed more emphasis on communicative competence—the ability to communicate a message. In the 1990s, second language programs emphasized the importance of experiencing language in context and communicating authentic messages at varying levels of language competency.

At the beginning of the 21st century, the FSL course sequence represents the melding of previous approaches that have become the foundation for the current performance-based curriculum. This type of curriculum delineates the way in which learners demonstrate their acquired communicative, linguistic, cultural, intercultural and strategic competence along a language competency continuum. Students use their life experiences, knowledge, skills and attitudes as a basis for developing their second language communicative abilities for real-life purposes; that is, students comprehend oral and written French, and they express and negotiate meaning, orally and in written form, in French. Since language is embedded in culture, students will also acquire cultural knowledge about various Francophone peoples in order to gain a better understanding of these cultures and their own.

This program of studies has incorporated current knowledge about second language acquisition, curriculum design, performance-based assessment, and teaching and learning experiences in the field. It differs from the 1992 program of studies in that the learner outcomes define more clearly what students are to demonstrate in terms of knowledge, skills and attitudes at each grade level.

This program of studies aims to promote in students:

- a desire to learn French for personal benefit,
- a desire to develop communicative skills in French,
- a willingness to experiment with a second language,
- a willingness to participate in a variety of learning experiences in French,

-
- an acceptance and appreciation of French language learning as one of the many subject area experiences in which they engage,
 - a recognition that learning French supports and reinforces knowledge and skills acquired in other subject areas,
 - the acquisition of learning strategies that are also applicable to English language arts and other subject areas,
 - the acquisition of language learning strategies that can be transferred to the acquisition of other languages,
 - an awareness that the French language is used outside the classroom as a medium for learning and communication, and
 - respect for cultural and linguistic diversity.

Rationale

French as a Second Language (FSL) courses provide Alberta students, and Canadian society in general, with definite benefits. By learning French, students gain both personally and academically. Society, in turn, profits from the contribution of citizens who are both bilingual and bicultural.

Student Benefits

Being able to understand and use French is an important aspect of being a Canadian and a global citizen. By learning French, students are able to develop the necessary knowledge, skills and attitudes needed to communicate in a variety of real-life contexts.

French, one of Canada's two official languages, is spoken by more than 250 million people in 33 countries around the world. It is an official language of the European Union, the United Nations and the International Olympic Committee. The ability to understand, speak, read and write French allows students to communicate with French-speaking people around the world, to understand and appreciate the history and evolution of their cultures, to benefit from travel and to develop a competitive advantage in the work force. Further, the learning of French naturally implies the learning of culture and, therefore, allows students to recognize, understand and respect cultural diversity in our society and in others.

The learning of a second language involves risk-taking and tolerating the unknown. As a result, second language learners tend to be more flexible and adaptable to new situations which is an asset in an ever-changing world.

Developing thinking skills and learning strategies is an important part of lifelong learning. By adding a second language to their repertoire of skills and knowledge, students enhance their first language development and their academic skills in general, and develop an understanding of the nature and role of language and culture in their lives. The acquisition of language learning strategies enables them to monitor, direct and transfer their language learning to new situations. Research has shown that students studying a second language perform better in other subject areas, such as mathematics and English language arts.

Societal Benefits

Albertans who are linguistically and culturally competent in French can work toward the promotion of cultural understanding and respect for diversity by breaking down cultural barriers and fostering good will and mutual respect. With increasing access to global markets and an expanding tourism industry, employees need to understand and relate to customers and business people from a variety of linguistic and cultural backgrounds, thus enhancing our province's influence and competitiveness here and abroad. A population that is linguistically and culturally competent in French cannot help but provide a multitude of services in the public and private sector, including volunteer services.

Philosophy

Components

This French as a Second Language program of studies reflects current knowledge about second language learning, learner-centred teaching and cross-curricular integration. It is based on the premise that students acquire language knowledge, skills and attitudes over a period of time and that over time their ability to communicate grows. This program of studies is also based on the concept of a multidimensional approach to learning which reflects learner outcomes that are centred around four components: 1) language experiences, and the ability to comprehend and express ideas and negotiate meaning (*experience–communication*); 2) the linguistic elements of the French language—the sounds, written symbols, vocabulary, word order, grammatical rules and discourse features (*language*); 3) the ideas, behaviours, manifestations, cultural artifacts and symbols shared by Francophone peoples in addition to the development of intercultural skills and knowledge (*culture*); and, 4) strategies that are cognitive, socio-affective and metacognitive in nature (*language learning strategies*). Although each component is presented separately in this document, the four components and the four language skills (listening and reading comprehension, and oral and written production) are interwoven in the teaching and learning process. **All components and all skills are of equal importance.**

Fields of Experience

The program of studies is designed in such a way that the fields of experience provide the framework for language acquisition; that is, they provide the contexts for developing communicative abilities as well as linguistic, cultural, intercultural and strategic knowledge. The fields of experience represent globally the different dimensions of an individual's relationship with the environment: the physical dimension, the social dimension, the civic dimension, the intellectual dimension and the leisure dimension. The *physical* dimension, related to the survival of individuals and to their physical well-being, consists of fields of experience such as food, sports and exercise, health and safety. The *social* dimension includes fields of experience related to family, school, friends, holidays and celebrations, social life and work. The *civic* dimension is centred around life in society as it pertains to an individual's rights and responsibilities in areas such as consumerism and conservation. The *intellectual* dimension encompasses the fields of experience associated with the arts, sciences and the media. The *leisure* dimension focuses on experiences related to vacations, clubs and associations, outdoor life and travel. The fields of experience are organized by grade level. As such, the fields presented at one grade level are reintegrated, expanded and solidified at subsequent grade levels.

Given that the fields of experience are quite broad in nature, they have been divided into a number of subfields. This breakdown allows for a broader exploration of the field of experience and for an opportunity to enhance the knowledge and skills developed in other subfields. Therefore, within each field of experience a number of subfields have been prescribed in order to

provide students with an opportunity to develop and apply their communicative and strategic skills, and their language and cultural knowledge.

In addition, many of the prescribed fields of experience and their subfields relate to other subject areas such as English language arts, mathematics, science, social studies, career and life management (CALM), career and technology studies (CTS) and health. This program of studies, therefore, is designed to enhance the learning of similar concepts taught in other subject areas or to reinforce the knowledge and skills previously acquired at any grade level.

Communication

Within the framework of the fields of experience and the subfields, students learn to communicate through the processes of comprehension, production and negotiation. **Comprehension** involves deriving meaning or significance from an oral or written text. **Production** is expressing meaning by creating oral or written texts driven by a context and a communicative intent, and designed to suit a particular audience. **Negotiation** involves an interactive process whereby participants interpret the meaning of the message and create new messages in reaction to this interpretation. Integral to these three processes are the communicative functions (e.g., requesting information, providing information) and the real-life communicative tasks to be carried out. The task indicates which language skill is being used (i.e., Listening Comprehension, Reading Comprehension, Oral Production, Written Production) and for what communicative function.

Each grade plays an important role in the development of the students' ability to understand and express themselves in French; that is, each grade is the building block for the next and subsequent grades. To facilitate this development, students need to be exposed to a variety of text types of varying degrees of difficulty which in turn will serve as models for their own productions. This means that students will need to listen to different types of authentic and adapted audio texts, such as radio announcements or television broadcasts, and read authentic and adapted written texts, such as posters, classified advertisements, newspaper articles or storybooks, in order to develop their comprehension skills. The information gleaned from these sources is then used to develop oral and written production skills. **Therefore, based on the premise that comprehension precedes and exceeds production, different skills are emphasized at different points in the learning process.**

Language

In order to carry out authentic comprehension and production tasks, students will acquire a repertoire of linguistic tools (elements) that they will use to understand others' messages and convey their own. These linguistic elements, which include sounds (pronunciation, intonation), symbols (orthography), vocabulary, grammatical rules, word order and discourse features, are prescribed for each grade and are in keeping with the fields of experience and the subfields.

The language component is divided into two sub-components: Knowledge of Language Concepts (the *savoir*) and Application of Vocabulary and Language Concepts (the *savoir-faire*). This division is based on the premise that having knowledge of vocabulary and grammatical rules differs from the application of this knowledge. Linguistic knowledge is the foundation for the development of communication skills. Upon attaining an understanding of these linguistic elements (knowledge), students continue to learn about them and their use as they carry out a variety of communicative tasks (application). To ensure that students retain this knowledge and acquire an acceptable level of linguistic competence, they will need sufficient time to rework and reuse these elements. The reworking and reuse occurs within a field of experience, within a subfield and within subsequent fields and subfields of a designated grade level and continues at higher grade levels.

It is important to note that in grades 4 through 12 students develop their vocabulary base in all linguistic areas—nouns, verbs, adjectives, adverbs, prepositions, etc. In order for students to develop a large vocabulary base, they must have extensive exposure to the French language at the listening and reading comprehension stages. This exposure provides students with access to words, phrases and grammatical structures that are meaningful to them. An ever-increasing repertoire of words and grammatical structures will allow students to become more competent users of the language.

Culture

Although identified as separate components in the program of studies, language and culture are intertwined. In order to develop cultural understanding and knowledge, students will explore various aspects of Francophone cultures at the local, provincial, national and international levels. This learning includes acquiring knowledge about the ideas, behaviours, cultural artifacts and symbols, lifestyles and language variants shared by Francophone peoples in different environments at various periods of their evolution and history. Students will also learn appropriate sociolinguistic conventions or rules (e.g., date, time, abbreviations) that govern oral and written communications in French. This cultural knowledge provides students with an opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves.

Further, a central aspect of second language education is to promote the favourable development of the student's whole personality and a sense of identity in response to the enriching experience of "otherness" in language and culture. In this vein, the culture component also develops intercultural skills in that students are made more aware of themselves by comparing and contrasting the information they are acquiring about other cultures. By doing so, students become more aware of the use of Canada's two official languages in addition to recognizing that other languages may be spoken by students in the classroom or in their environment. The development of intercultural skills and knowledge helps students become less ethnocentric while at the same time confirming their own cultural identity and promoting global citizenship.

Language Learning Strategies

To enhance the learning of culture and language and their application to communicative situations, the language learning strategies component develops the knowledge and application of *cognitive*, *socio-affective*, *metacognitive* and *memory* strategies. For the purposes of this program of studies, the cognitive, socio-affective and metacognitive strategies have been categorized into comprehension and production strategies. The *cognitive* learning strategies refer to thinking skills and include such techniques as making associations between words, identifying key words and ideas, reasoning both deductively and inductively, and using nonverbal or linguistic clues to comprehend a message. *Socio-affective* learning strategies involve students' personal characteristics as they relate to other learners and students' attitudes toward learning. In the context of second language learning, these strategies involve collaborating with others, tolerating unknown words and expressions (tolerating ambiguity) and taking the risk to communicate. *Metacognitive* learning strategies relate to how students describe their own thinking and learning. Strategies of this nature include planning, monitoring and evaluating one's learning. *Memory* learning strategies involve the manner in which students learn, retain and recall vocabulary, expressions and grammatical structures needed to understand or produce a message. Strategies related to memory include visualization, word-webbing and repetition. Together these groups of strategies facilitate the awareness of the learning process and their application to the learning of French.

It is important to note, however, that the use of language learning strategies is as individual as each student. Students should be encouraged to develop and apply any strategies that can be used to improve their understanding and use of French. This includes the use of strategies that are introduced at other grade levels or strategies that are not defined within this document but that teachers or students bring to the learning situation. The key to strategic competence is that students develop an ever-increasing repertoire of techniques to facilitate their learning and, specifically, the learning of a second language.

Implementation of Technology

The use of technology in the classroom is an integral part of the Information, Communication and Technology curriculum and as such, certain technology outcomes have been infused into this program of studies. Information and communication technologies are also an important part of enhancing language learning by demonstrating to students that French is used in real and authentic contexts outside the confines of the classroom. By using technologies in the French classroom, students are able to reinforce their technological knowledge and skills to create multimedia presentations, to use word processing programs and to do research on the Internet. Using technology allows students to tailor their communications to meet specific purposes and particular audiences.

Language Competency

The four program components—experience—communication, language, culture and language learning strategies—are integrated, but each has a different focus and role to play in the acquisition of French. Language learning is a gradual, developmental process whereby students are given the opportunity to develop and refine, in stages, the basic language elements needed to communicate

effectively. To develop competency in the four language skills, students need to be actively involved in the acquisition of the language and its use in authentic communicative situations. As students acquire this multidimensional set of knowledge and skills, they will progress along the language continuum at different rates and degrees of development. This continuum is characterized by cyclical overlap, expansion and refinement of knowledge and use of the French language. The overarching goal of this program of studies, then, is to develop students who are sufficiently competent in French so that they can function in the language and culture outside the confines of the classroom.

Assessment

Assessment is essential to the teaching and learning process. As students continue to develop their communication skills and their cultural, linguistic and strategic knowledge, they require feedback on their progress on a regular basis. The prescribed general and specific outcomes that follow indicate what students are to demonstrate at each grade level. These grade-level outcomes provide the sole basis for assessment. While students may benefit from the explicit learning of linguistic elements that are prescribed at a higher grade level, this exceeded knowledge should not be assessed until the year in which it is prescribed. Assessment practices should reflect a variety of evaluative methods, both formal and informal, and should be in keeping with the philosophy of the program of studies.

Definition of Outcomes

Learner outcomes define the knowledge, skills and attitudes that students must attain. These outcomes emphasize the ability to understand, express and negotiate meaning through spoken and written texts—abilities that are closely related to the actual use of French throughout life. The organization of the learner outcomes is cyclical so that students can continue to refine skills and knowledge in an increasingly varied manner throughout the program.

The **general outcomes** describe the overarching goals of the program. There are four general outcomes. Each outcome relates to one of the following components: Communication, Language, Culture, and Language Learning Strategies. The **specific outcomes** define the requisite linguistic, cultural, intercultural and strategic knowledge, and communicative skills for each grade. For example, the specific outcomes for the language component indicate the grade at which certain linguistic elements are introduced. The general sequence is to introduce specific linguistic elements in one grade, develop them in the next grade and refine them in subsequent grades. Further refinement of the linguistic elements will involve lifelong learning. The entire teaching–learning process must ensure the development, refinement and continual use of the four language skills and of concrete and abstract knowledge as students progress toward the completion of the program in senior high school.

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but provide a context for learning.

Specific fields of experience and subfields are prescribed at each grade. These fields of experience are sequenced from the concrete to the abstract and build on and integrate the fields from previous grades. Instruction must address all of the prescribed fields and subfields of experience by the end of each grade. Teachers may select additional fields of experience or subfields to enhance their program on the basis of student interests and needs and instructional time. The sequence of the fields of experience is found on the specific outcomes pages of this document. The sequence allows teachers to plan for the integration and grouping of the required outcomes related to communication, language, culture and language learning strategies in a cyclical fashion.

Note that the field of experience **Holidays and Celebrations** is an exception to the prescribed sequence in that a particular holiday or celebration is to be introduced based on the calendar year. Although this field of experience is prescribed in grades 4 through 9, it is recommended that the subfields related to this field be expanded and extended in grades 10, 11 and 12. For an example of a suggested breakdown of this field of experience, see the Appendix.

General Outcomes: Grades 4 to 12

Communication	Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.
Language	Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.
Culture	Students will use their knowledge of different Francophone cultures and their own culture to be able to interact appropriately within these cultures.
Language Learning Strategies	Students will use their knowledge of strategies to enhance learning and to communicate in French.

Specific Outcomes: Grade 8

COMPONENTS

Experience

Given the following fields of experience and the subfields within each field,

① Animals

choice of pet
pet care
animal families
wild animals
animals in zoos
animal adoption

② Clothing

clothing choices
clothing design
clothing care

③ Food

food and nutrition
food preparation
ethnic cuisine
cuisine of the Francophone world
food and celebrations

Four Holidays and Celebrations*

origins of the four holidays and celebrations
traditions associated with the four holidays and celebrations

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts (e.g., identify the reason behind eating a healthy breakfast [*Le corps a besoin d'énergie le matin.*] and pull out two foods that comprise a healthy breakfast [*un fruit, un liquide froid ou chaud*])

Reading Comprehension

- understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify the colour “blue” [*le bleu*] and pull out two personality traits of someone who likes to wear blue [*personne généreuse, créative*] and two symbols associated with this colour [*le bleu représente le ciel et les grands espaces*])

Oral Production

- name, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with

*This field of experience is to be integrated based on the calendar year.

Oral Production (cont'd)	limited spontaneity, resulting in a prepared message expressed in the present, that is comprehensible and accurate (e.g., itemize and describe one's wardrobe; give someone directions to a specific area of the zoo; list the ingredients and describe the steps to follow for a favourite family recipe)
Written Production	<ul style="list-style-type: none"> name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate (e.g., write a list of grocery items needed for a Moroccan recipe; give nutritional advice in the form of a game; describe an animal in the form of an information card).

Language

Knowledge of Language Concepts

- continue to develop knowledge of the following concepts:
 - nouns
 - gender
 - number
 - articles—definite and indefinite
 - possession
 - possessive adjectives
 - adjectives
 - adjectival agreements
 - prepositions and prepositional phrases
 - the infinitive as a verb identifier
 - personal subject pronouns
 - verbs
 - conjugation
 - the present tense
 - conjugation pattern of regular *-er* verbs in the present tense
 - negation
 - the interrogative
 - global expressions using *faire* and *avoir*
 - the contractions for *à* and *de* + definite articles
 - interjections
 - cardinal and ordinal numbers
 - the sound-symbol system
 - pronunciation
 - word order at the phrase level
 - word order at the sentence level
 - construction of simple sentences
- acquire knowledge of the following concepts:
 - determiners
 - demonstrative adjectives
 - exclamatory adjectives
 - the partitive

Knowledge of Language Concepts (cont'd)

- quantity
- adverbs and adverbial expressions
- different verb groupings (–er, –ir, –re)
- irregular verb conjugation patterns in the present tense
- pronominal versus nonpronominal verbs
- verb + infinitive
- the imperative
- negative expressions
- punctuation

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–7, needed to communicate a message
- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
 - vocabulary associated with the fields of experience and their subfields
 - demonstrative adjectives—*ce, cet, cette, ces*
 - possessive adjectives—*notre, nos; votre, vos; leur, leurs*
 - exclamatory adjectives (e.g., *Quel animal!/Quelle belle chemise!*)
 - the question word *pourquoi*
 - the partitive articles—*du, de la, de l', des*
 - expressions of quantity (e.g., *une boîte de, un kilo de*)
 - expressions with *avoir* (e.g., *Tu as peur des serpents?/J'ai besoin de.../J'ai faim/soif.*)
 - expressions with *faire* (e.g., *Le chef fait sauter les oignons.*)
 - present tense of regular and irregular –er, –ir, –re verbs with all personal subject pronouns in affirmative and negative sentences
 - the imperative in the affirmative and in the negative with regular and irregular –er, –ir, –re verbs (e.g., *Choisis le bleu./Ne mettez pas trop de sel.*)
 - adverbs of manner (e.g., *bien, fort, lentement*), of time (e.g., *demain, bientôt, parfois, souvent, tard*), of quantity and intensity (e.g., *assez, beaucoup, très, trop*) and of place (e.g., *à droite, autour, ici, là-bas, loin*)
 - adverbs and adverbial expressions of negation (e.g., *rien, jamais, ne... jamais, ne... plus, ne... rien*)
 - *parce que* as an oral sentence starter
 - appropriate punctuation marks.

Culture

- identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.)
- recognize and understand how the French language has evolved and is evolving (e.g., *le rôle des emprunts et des anglicismes*)
- recognize regional variations in expressions used by different Francophone groups in a similar context (e.g., *petit déjeuner, déjeuner, dîner* [France] versus *déjeuner, dîner, souper* [Canada]; *slip* [France] versus *caleçon* [Canada])

Culture (cont'd)

- seek out information about Francophone cultures from authentic sources (e.g., French language recipe books, zoo maps)
- compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., eating-out patterns)
- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the use of animal words in expressions that are similar in English—*être fort comme un taureau* = *to be as strong as a bull*, or are not similar—*avoir un chat dans la gorge* = *to have a frog in one's throat*)
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- access appropriate Web sites using French language search engines
- cite copyrighted French language sources when using information from digital technologies
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
 - the sociolinguistic conventions listed in grades 4–7
 - appropriate spacing between sets of digits in large numbers (e.g., 1 500 000)
 - the appropriate convention for a written title (e.g., *l'entretien des vêtements*)
 - the appropriate abbreviations or symbols for measurement (e.g., km, g, kg, °C, ml, l)
 - the appropriate abbreviations or symbols for Canadian and foreign currencies (e.g., \$ can., €)
 - the appropriate placement and spacing of the currency symbol and the comma (e.g., 1,50 \$)
 - the appropriate conventions for punctuation (e.g., The typographical symbol « » represents *les guillemets français*.)
 - the appropriate conventions for spacing (e.g., There is one space before and after *le deux-points*.)

Language Learning Strategies

Comprehension Strategies

cognitive

- develop and use comprehension strategies to facilitate the understanding of an oral or written message
 - guess the meaning of an unknown word or expression

cognitive (cont'd)	<ul style="list-style-type: none"> – use words around the unknown word to guess meaning – associate a gesture, a symbol or an illustration with a message – identify cognates and word families – anticipate information from the context/situation – activate prior knowledge and experiences – activate first language listening and reading skills – use contextual clues relating to who, what, where, when and why – use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs) – use highlighting or underlining to identify known words or expressions – represent meaning by using mental images, illustrations or graphic representations – categorize concrete information – use repetition (e.g., listen to again or read again a part of a text that was causing difficulty) – use a bilingual dictionary to verify word meaning or find unknown words – focus attention on the required information – use strategies defined in grades 4–6
socio-affective	<ul style="list-style-type: none"> – take the risk to listen to or read a new text in French – take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies – take the risk to read authentic documents of varying lengths made available through different information and communication technologies – ask questions, in the first language, to clarify or verify that a message has been understood – tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning – collaborate with others to build confidence and exchange information – use strategies defined in grades 4–6
metacognitive	<ul style="list-style-type: none"> – identify a strategy that can be or was used to facilitate comprehension of a text – focus attention on the task – focus attention on what is known and ignore what is unknown – use self-talk to build confidence in listening and reading skills – evaluate own ability to understand the message – use strategies defined in grades 4–6
Production Strategies	<ul style="list-style-type: none"> • develop and use production strategies to facilitate the communication of an oral or written message
cognitive	<ul style="list-style-type: none"> – identify patterns or language features, such as verb endings or gender – repeat a word, an expression, a pattern, a presentation, etc. – combine new learning with previous learning (e.g., knowledge of the conjugation of the verb <i>avoir</i> and adding <i>avoir</i> expressions to the language repertoire) – practise a word, an expression, a pattern, a presentation, etc.

cognitive (cont'd)

- use models of texts to help map out ideas
- use models to analyze the structure of a text
- use models to create a similar text
- apply knowledge of a text type to follow its format and content
- apply knowledge of multimedia presentations to facilitate the communication of a message
- apply knowledge of word processing to produce a message
- create simple personal reference materials (e.g., vocabulary lists, grammar notes)
- use reference materials (e.g., a bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message
- use brainstorming techniques to stimulate ideas
- activate prior knowledge and experiences
- organize ideas using schemata (e.g., mind maps, T-charts)
- prepare a draft of the message
- plan and conduct a search using French language Internet search engines
- use strategies defined in grades 4–6

socio-affective

- take the risk to say or write something in French
- ask questions to clarify understanding
- ask the speaker to repeat the message
- ask the speaker to explain what was said
- ask the speaker to speak more slowly
- ask the speaker to spell out or draw the unknown word
- indicate to the speaker that the message was not understood
- use facial expressions or mime to get the message across
- seek assistance from the teacher or a peer to clarify instructions, word meaning, etc.
- collaborate with others to brainstorm, resolve problems, rehearse and communicate messages
- accept errors as a natural part of learning
- use self-talk to build confidence in oral and written production skills
- use strategies defined in grades 4–6

metacognitive

- prepare for the task (e.g., organize materials, go over the instructions, read through the checklist)
- use checklists, written mainly in English, to verify the work
- reflect on and articulate what they have learned and can demonstrate in French
- use a learning log to monitor and evaluate their own learning
- reflect on the use of different information and communication technologies to produce a message in French
- reflect on the use and choice of technology as a means of improving the communication of a message
- use strategies defined in grades 4–6

Memory Strategies

- develop and use memory strategies to learn, recall or retain vocabulary or grammatical structures
 - use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently)
 - use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards)
 - play with language (e.g., create word searches, calligrams, riddles, charades)
 - use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization)
 - use strategies defined in grades 4–6.

Glossary of Terms

abstract topic: concerned with theoretical constructs, apart from concrete realities (e.g., truth, justice, excellence).

accuracy: the correct use of a linguistic element.

adapted text: audio or print material that is based on factual information or an authentic document, but tailored to meet the language proficiency level of the second language learner.

application: the act of putting linguistic knowledge to communicative use.

attitude: a way of thinking.

auditory clue: a sound that has meaning in and of itself and that can be used by the learner to understand aspects of the context (e.g., the honking of a car horn signals a person's attention, but it also indicates that the action is occurring outside or in a parking facility).

authentic text: any audio or print material written for native speakers of the language.

behaviour: a way of acting influenced by attitude.

circumlocution: a strategy that includes finding other ways to sustain a communication when one wants to express an idea but is lacking the exact word or expression.

cognate: a word that is similar in both languages and has the same meaning in both languages (e.g., *hôpital*/hospital).

coherence: contextualized, logical links between ideas in discourse.

cohesion: the act of making appropriate links between linguistic elements at the word, sentence or discourse level.

cohesion marker: any word or expression that joins sentences together to create a coherent flow of ideas (e.g., *donc, ainsi, mais*).

cohesive element: a word or an expression that connects words or ideas (e.g., Paul **et** Marie [word level]; J'aime Paul **parce qu'**il est fiable. [sentence level]; **Puisque** la situation demandait plus de recherche, le procès a été suspendu. [discourse level]).

communication: the process of interpreting, expressing and negotiating the meaning of a message.

communicative competence: the ability of the learner to use his or her knowledge of context, language functions, vocabulary and grammatical rules to understand and/or express a message.

communicative function: purpose or goal of a communication that is either oral or written (e.g., to inform, to persuade).

communicative intent: synonym of communicative function.

communicative task: a real-life activity that involves listening, speaking, reading or writing, such as listening to a weather report, reading a film critique, making a telephone call, writing a letter.

complex sentence: a sentence containing two or more ideas that are connected by a cohesive element (e.g., *J'aime mieux les repas **qui** sont moins épicés.*).

comprehensible production: an oral or written message produced by students that can be easily understood by other students, teachers and native speakers of the language.

comprehension: the derivation of meaning from an oral or written message.

concrete fact: in the context of culture, it refers to names, objects or events that provide information about the way of life of Francophone peoples.

concrete topic: concerned with realities, actual instances and substances (e.g., food, animals, friends).

conjunction: an invariable word that links two words or two clauses.

conjunction of coordination: a word that links words or clauses of the same nature (e.g., *des oranges **et** des pommes*; *Nous irons à la montagne **ou** nous partirons en Europe.*).

conjunction of subordination: a word that links a subordinate and a principal clause (e.g., *Il a dit **que** son ami était fiable.*).

consistency: the ability of the learner to apply his or her knowledge of a linguistic element to communicative use, committing the odd error from time to time.

context: information that situates the learner as to the who, what, where, when and why of the language activity.

cross-curricular integration: the infusion of content or concepts from other subject areas.

cultural artifact: an object, such as a painting, poem, menu, newspaper, that pertains to a culture and that provides insight into that culture.

cultural competence: the ability of the learner to demonstrate knowledge of the target language and culture and to use his or her cultural awareness to reflect upon the target culture's views of the world.

culture: the signs, symbols, ideas and behaviours shared by a group of people.

determiner: a word that determines if the noun is being referred to in a specific or general manner (e.g., *un, la, ces*).

discourse: oral or written messages that are logically connected and composed of a series of simple or complex sentences, or a combination of both, expressing one or more ideas on a given topic.

discourse features: linking words or expressions and organizational patterns that work together to join ideas in a coherent and cohesive fashion.

environment: a person's physical, social, cultural and intellectual surroundings.

experience: knowledge, attitude or behaviours acquired through an interaction with the environment.

fields of experience: overarching life themes and the specific aspects associated with these themes (subfields) about which the student already has some knowledge (e.g., life theme = food; subfield = shopping for food, ordering food, preparing food).

graphic representation: a visual symbol (e.g., illustration or drawing) that serves to embody the meaning of a message.

guided situation: a situation in which students' learning is directed and controlled (e.g., students are given the categories of information and the exact number of details needed to complete a task).

information and communication technologies: refers to the transmission and/or reception of communication signals and information content through electromagnetic signals between two or more entities (e.g., teacher and student; one student and one "machine"; between "two machines", such as in e-mail). These technologies include computers, wireless devices, telephones, fax machines, CD-ROM, televisions, Intranet and Internet.

intercultural competence: a combination of knowledge, skills and attitudes that enables individuals to communicate and interact across cultural boundaries by acquiring information about other cultures in addition to developing a heightened awareness of their own culture.

key word: a word that is important to the understanding of a communication.

knowledge: information the learner already understands and knows about a given topic.

language acquisition: the process by which a learner systematically gains knowledge of the language.

language activity: an activity designed to develop communicative, linguistic, cultural and strategic competencies in the four language skills.

language experience: the use, in the target language, of one's communicative, linguistic, cultural and strategic competencies in order to interact with one's environment.

language proficiency: a description of what a person is able to do in each of the four language skills as determined by a set of criteria.

language skill: an ability to do something in the target language (e.g., listen to a text and understand the main ideas and some details).

learning plan: the steps defined by students, orally or in written form, as to how they would go about completing a given task (e.g., for “writing an essay,” a student may state, “I need to find information to support my point of view, and then write an outline.”).

limited spontaneity: the learner is not able to sustain a conversation without the assistance of the teacher or a native speaker of the language or without some preparation.

linguistic competence: the ability of the learner to demonstrate his or her knowledge of the rules governing the use of the target language, and the accurate application of this knowledge.

linguistic elements: sounds, symbols, vocabulary, grammar and discourse features that are part of a language.

main idea: basic, principal or general information found in a text.

message: the content of a communication.

metacognitive processes: reflection on thought; a person’s awareness of how he or she thinks.

modelled fashion: a text produced by a student in which he or she has followed the structure and format of a text type.

nonverbal: a form of expression where the intent is communicated without words, that is, by gestures, illustrations, paralinguistic features.

orthography: the rules governing the spelling of words and punctuation usage.

paralinguistic features: pauses, hesitations, silence, social distance, body posture, etc., that in and of themselves have meaning.

performance-based: the ability to demonstrate what one is able to do under certain conditions.

prepared production: an oral or written text that involves degrees of reflection, organization and development to arrive at a finished product.

production: an oral or written message whose structure and content are driven by the context and the communicative task.

research: the systematic discovery of information.

risk-taking: the confidence required to attempt to carry out a communicative task.

simple sentence: a sentence containing a subject, a verb and sometimes a complement.

socio-affective: a combination of social and emotive factors.

sociolinguistic convention: the rules governing the use of a certain linguistic element as dictated by the social setting and the culture (e.g., the salutation used in a formal letter).

sound–symbol system: the relationship that written symbols, such as the alphabet, have with particular sounds, for example [e] = *er*, *ez*, *et*, *é*.

specific details: separate points of information relating to a particular subject.

spontaneous production: an oral or written text that is, for the most part, not prepared but is coherent, often lacking cohesion and completeness in the following ways—false starts, hesitations, repetitions, incomplete sentences—and in general, has more errors than would be tolerated ordinarily in a more formal, prepared oral or written discourse.

strategic competence: the ability of the learner to resort to a strategy or a number of strategies to facilitate learning or to solve a communication problem.

strategy: a specific action performed by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective and transferable to new situations.

structured fashion: a situation in which linguistic elements, cultural knowledge and strategy use are predetermined for second language learners (e.g., scripted audio texts, designed communicative tasks complete with instructions, checklists and evaluation criteria).

supporting details: separate points of information that directly back up the main idea.

text: a combination or a series of connected ideas, that has a definable structure and format, presented orally or in written form to express a message (e.g., a speech, a radio broadcast, a letter, an article, a novel).

to tolerate ambiguity: the ability to maintain a positive attitude by not becoming frustrated when there is a lack of full comprehension of a message and whereby learners use their knowledge to glean meaning without necessarily understanding every word.

visual clue: an image that has meaning in and of itself and that can be used by the learner to understand aspects of the context (e.g., a bar graph in an article signals that statistics will be discussed).

Appendix:
Suggested Breakdown of the
Grade 4–6 and Grade 7–9
Field of Experience
Holidays and Celebrations

Breakdown of the field *Holidays and Celebrations*

A suggested breakdown of this field of experience for grades 4–9 is as follows:

- | | |
|---------|--|
| Grade 4 | <ul style="list-style-type: none">– L'Halloween– La Saint-Valentin– La Saint-Patrick– La fête des Mères/la fête des Pères |
| Grade 5 | <ul style="list-style-type: none">– Noël– Le jour de l'An– La fête des Rois– Pâques |
| Grade 6 | <ul style="list-style-type: none">– L'Action de grâces– Le jour du Souvenir– La Sainte-Catherine– La fête du Canada |
| Grade 7 | <ul style="list-style-type: none">– Le jour du Souvenir– La Saint-Valentin– La Saint-Patrick– La fête des Mères/la fête des Pères– Other Francophone holidays and celebrations |
| Grade 8 | <ul style="list-style-type: none">– L'Action de grâces– La Sainte-Catherine– La Fête de la Chandeleur– Le Vendredi saint and Pâques– Other Francophone holidays and celebrations |
| Grade 9 | <ul style="list-style-type: none">– Noël– Le jour de l'An– La fête des Rois– La fête nationale du Québec– Other Francophone holidays and celebrations |